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RESUMES U. S. DEPARTMENT OF EDUCATION, WASHINGTON, D.C. JULY 1987

DOCUMENT RESUME

ED 278 767 AA 001 160

Resources in Education (RIE). Volume 22, Number 7.

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SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
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DESCRIPTORS- *Abstracts; Catalogs; Education; *Educational Resources; *Indexes; Resource Materials
IDENTIFIERS- *Resources in Education

Resources in Education (RIE) is a monthly abstract journal that announces (catalogs, indexes, abstracts) documents of interest to the educational community (including researchers, teachers, students, school board members, school administrators, counselors, etc.). Each issue announces approximately 1,100 documents and provides indexes by Subject, Personal Author, Institution, Publication Type, and ERIC Clearinghouse Number. This special Computer Output Microfiche (COM) edition is prepared directly from the ERIC magnetic tape database prior to publication of the printed journal and therefore is lacking the cover and other regular introductory and advertising matter contained in the printed journal. The COM edition contains only the first three of the five indexes in the printed edition. The first accession in each issue of RIE is the issue itself. In this way, the monthly microfiche collection for each issue is immediately preceded by a microfiche index to that collection. This practice began with the RIE issue for May 1979. (CRW/WTB)

DOCUMENT RESUME

ED 278 781 CE 046 064

Smith, Christopher, Ed.; Fry, Ronald, Ed.

National Forum on Issues in Vocational Assessment (Atlanta, Georgia, September 20-22, 1984). The Issues Papers.

Wisconsin Univ.-Stout, Menomonie. Stout Vocational Rehabilitation Inst.
REPORT NO.- ISBN-0916671-63-1
PUB DATE- May 85
NOTE- 321p.
AVAILABLE FROM- Stout Vocational Rehabilitation Institute, University of Wisconsin-Stout, Menomonie, WI 54751.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Proceedings (021) Reports - Research/Technical (143) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Computer Assisted Instruction; *Disabilities; *Educational Diagnosis; Educational Needs; *Evaluation Methods; Job Placement; Needs Assessment; Non English Speaking; Occupational Tests; Postsecondary Education; Secondary Education; Situational Tests; Special Education; Student Evaluation; Student Needs; Student Placement; *Vocational Adjustment; *Vocational Evaluation; *Vocational Rehabilitation; Work Sample Tests
IDENTIFIERS- Special Needs Students

The current state of the art in vocational assessment is explored in 46 papers: "Vocational Evaluation: An Experimental Trend in Vocational Assessment" (Nadolsky); "Certification for Teachers and Vocational Evaluation Specialists" (Meers); "Marketing Vocational Education" (Williamson); "Norms, Reliability, and Validity in Commercial Vocational Evaluation Systems" (Botterbusch); "Research Needs and Vocational Assessment as a Science" (Menz); "Vocational Evaluator as Expert Witness" (Ellis); "School-Based Vocational Assessment" (Peterson); "A Model Vocational Evaluation Program for the Learning Disabled Adult" (Long, Hicks); "A Work Measurement Approach to Functional Assessment" (Black, et al.); "Further Development of the Vocational Decision-Making Interview for Handicapped Populations" (Czerlinsky); "A Comparative Study of Performance Scores on the Valpar Component Work Samples" (Dion); "Valpar Component Work Samples: A Correlation Analysis" (Dion); "A

DOCUMENT RESUME

ED 278 792 CE 046 260

Hartley, Nancy; Lehmann, Jean
Comprehensive Programming for the Disadvantaged: Assessment.
PUB DATE- 86
NOTE- 19p.; Paper presented at the Annual Meeting of the American Vocational Association (Dallas, TX, December 5-9, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Disadvantaged; *Evaluation Criteria; *Evaluation Methods; Evaluation Needs; Models; Postsecondary Education; Secondary Education; Student Characteristics; *Student Evaluation; Student Placement; *Vocational Education; *Vocational Evaluation

Careful design of assessment procedures to be used with disadvantaged students is especially important because these students are likely to have one or more characteristics and/or attitudes that place them at particular risk of dropping out (for example, poor self-concept, fear of failure, low level of aspiration, dependence on peer group affiliations, and a preference for unduly high- or low-risk life goals). The first step in planning a vocational assessment program entails reviewing local job opportunities, the training required for these jobs, student interest in these occupational areas, appropriate methods of providing the necessary instruction, and methods of monitoring and measuring student progress during training. Resolution of these isse provides a framework for designing an individualized vocational assessment model. The next step is assessing an individual's interests in relation to industry standards. A comprehensive vocational assessment must evaluate students in the following six areas: vocational skills and abilities, interest, basic skills, emotional and social tolerance, independence, and vocational readiness and habits. Depending on individual student needs and interests, resources, time, expertise of evaluators, and availability of jobs, counselors may choose any one of three evaluation strategies--screening, specific vocational assessment, or comprehensive vocational assessment. Whatever the approach chosen, vocational assessment is only useful to the degree to which it facilitates planning and instructional decisions. (MN)

DOCUMENT RESUME

ED 278 806 CE 046 287

Learning a Living in Canada. Volume I. Background and Perspectives. Report to the Minister of Employment and Immigration Canada by the Skill Development Leave Task Force.

Canada Employment and Immigration Commission, Ottawa (Ontario).

REPORT NO.- ISBN-0-662-12767-6
PUB DATE- 83
NOTE- 245p.; For volume II, see CE 046 288.
LANGUAGE- English
EDRS Price - MF01/PC10 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Research/Technical (143)
DESCRIPTORS- Adult Education; *Adult Vocational Education; Developed Nations; Employee Attitudes; Employer Attitudes; Employment; Federal Government; Foreign Countries; Government Role; *Leaves of Absence; *Lifelong Learning; Refresher Courses; Released Time; *Retraining; *Skill Development; State Government; Unemployment
IDENTIFIERS- *Canada

This first volume of a two-volume report presents findings of a task force on the importance of skill development leave as a mechanism for retraining, upgrading, and updating workers in a dynamic Canadian society. The report is designed as a tool for consultation. Volume I contains two parts. Part I, the background section, describes the current situation in Canada and identifies the implications of the current environment for a skill development leave initiative. Three chapters discuss the economic environment for learning, the learning environment, and the international experience with educational leave. Part II, the perspectives section, examines and presents perspectives on the labor, industry, and government attitudes toward skill development leave. Four chapters address the industry, labor, provincial, and federal perspectives. The right-hand pages contain the continuous narrative. On the left-hand pages are found quotations, bons mots, data, information, and tables from many sources to support and detail the learning concerns of Canadians about the advent of new technologies and the restructuring of the world of work. (YLB)

DOCUMENT RESUME

ED 278 820 CE 046 346

Economic Indicators of the Farm Sector. Farm Sector Review, 1985.
Economic Research Service (DOA), Washington, D.C.
REPORT NO.- ECIFS-5-4
PUB DATE- Jan 87
NOTE- 86p.
AVAILABLE FROM- Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - General (140) Numerical/Quantitative Data (110)
DESCRIPTORS- Agricultural Education; *Agricultural Production; *Costs; *Economic Climate; Economic Factors; Economics; *Farmers; Farm Management; *Income; *Productivity
IDENTIFIERS- *Economic Indicators

Farm production rose 6 percent in 1985 due to record high yields in corn, soybeans, cotton, and several other crops. While United States consumption increased slightly, exports of farm products fell 23 percent in value and 19 percent in volume. Net cash income increased 12 percent due to increased output, lower cash expenses, and unusually high government outlays under the Commodity Credit Corporation program. However, the effect of declining commodity prices contributed to lower year-end inventory values and lower net farm income. When adjusted for changes in the purchasing power of the dollar, both cash and net farm income were less than in 1973-79. A 12 percent decline in land values contributed to a $95 billion fall in farm asset values. Cashflow and solvency problems remained severe in the sector. A $7 billion decline in farm debt and a $2 billion fall in interest expenses provided some financial relief to the farm sector in 1985. (Fifty data tables are provided.) (Author/YLB)

DOCUMENT RESUME

ED 278 834 CE 046 382

Smith, Vernon
NETWORK. A History of the Scottish Telephone Referral Service.
Scottish Inst. of Adult Education, Edinburgh.
REPORT NO.- ISBN-0-903647-07-9
PUB DATE- 85
NOTE- 73p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Historical Materials (060)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; Broadcast Television; *Community Information Services; Cooperative Planning; Educational Cooperation; Educational History; Educational Opportunities; *Educational Television; Foreign Countries; Postsecondary Education; *Referral; *Telephone Communications Systems
IDENTIFIERS- *NETWORK SCOTLAND LTD; *Scotland

Since its beginnings in 1974 as an outgrowth of the BBC Adult Literacy project, NETWORK SCOTLAND LTD (formerly the Scottish Telephone Referral Service) has grown to play a key role in the provision of broadcast support and educational information services in the United Kingdom. The referral service was originally established to provide a mechanism for matching tutors with adult learners with difficulties in reading and writing. In the beginning of the 1980s, the service was called upon to promote a number of BBC London-based self-help and adult education programs. The service expansion was, however, still hampered by financial problems. In 1984 the referral service was transformed into NETWORK SCOTLAND LTD, a collaborative venture between such sponsors as BBC Scotland, the Manpower Services Commission, the Scottish Council for Educational Technology, the Scottish Health Education Group, and the Scottish Community Education Council. The network has since serviced broadcast programs and series dealing with such topics as adult literacy, computation skills, writing, quitting smoking, the problems of dropouts, safety, death education, foreign culture, career planning, gardening, prisons, and cancer prevention. (Appendixes include lists of broadcast programs and series serviced between 1975 and 1984, the committee and board membership, and information on finance and staffing.) (MN)

DOCUMENT RESUME

ED 278 847 CE 046 396

The Availability of Appropriate Vocational Education Information to Postsecondary Special Populations Students in Florida.
Florida State Council on Vocational Education, Tallahassee.
PUB DATE- Nov 86
NOTE- 52p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Accessibility (for Disabled); Community Colleges; Delivery Systems; *Disabilities; Disadvantaged Youth; *Information Dissemination; Program Descriptions; *Program Effectiveness; *Publicity; *Recruitment; School Catalogs; School Holding Power; Two Year Colleges; Vocational Education
IDENTIFIERS- Carl D Perkins Vocational Education Act 1984; *Florida

A study was conducted to determine the availability of appropriate information about postsecondary vocational education in Florida to special populations identified in the Carl D. Perkins Vocational Education Act of 1984. Materials on postsecondary education for special popultions were collected from school districts, community colleges, and vocational-technical centers. Information was also gathered from persons in the State Department of Education and from persons having statewide knowledge of the special population groups. Among the conclusions of the study were the following: (1) official school catalogs from area centers and community colleges do not contain adequate information about vocational opportunities for special populations; (2) pamphlets and brochures designed for special populations adequately provide information about pertinent vocational programs and services; (3) area centers and community colleges use a variety of media such as free public service announcements on television and radio to reach special populations; (4) many colleges employed paid professional staff to recruit targeted populations into vocational programs; (5) at least half of the responding colleges used mail campaigns to recruit students; (6) state-level personnel thought that local education agencies were making satisfactory progress in enhancing access to vocational education for special populations; and (7) approximately 10 percent of Perkins Act dollars for disadvantaged students was used for recruitment for these populations. Recommendations were made to continue and augment recruitment and awareness efforts for vocational education for special students. (KC)

DOCUMENT RESUME

ED 278 862 CE 046 425

Farm and Family Management Program.

Iowa State Univ. of Science and Technology, Ames. Cooperative Extension Service.

SPONS. AGENCY- Iowa State Dept. of Public Instruction, Des Moines. Div. of Career Education.
PUB DATE- Dec 86
NOTE- 197p.
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Accounting; *Agricultural Education; Behavioral Objectives; Course Descriptions; *Farm Accounts; *Farm Management; Home Economics; *Home Management; Learning Activities; *Money Management; Recordkeeping; Teaching Guides; *Vocational Education

This teacher's guide contains four units for the farm and family management program, a three-year educational program through which farm families have the opportunity to participate in group and individualized instruction. The program is intended to help provide basic farm and home management information to farm families to meet the changes of the 1980s. Topics of the four units are inventory of farm and family financial resources, farm accounting systems, family recordkeeping, and organizing farm and family records. Each unit is composed of four parts: participants' text (objectives, table of contents, and information), participants' worksheets (activities designed to assist participants in gaining the skills of farm and family management), teaching guide (objectives, teaching outline, suggested optional and on-farm activities, evaluation, and listing of support materials), and transparency masters. (YLB)

DOCUMENT RESUME

ED 278 876 CG 019 654

Davis, Deborah
Family Supports for Chinese Elderly: Current and Future Trends.
PUB DATE- 22 Nov 86
NOTE- 7p.; Paper presented at the Annual Scientific Meeting of the Gerontological Society (39th, Chicago, IL, November 19-23, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Aging (Individuals); *Family Structure; Financial Support; Foreign Countries; Income; *Older Adults; *Parent Child Relationship; *Residential Patterns; Retirement; Trend Analysis
IDENTIFIERS- *China; Intergenerational Factors

It is widely believed that the Chinese elderly enjoy high levels of family support. The success of the "one couple one child" campaign has made the Chinese and non-Chinese aware of the fragility of intergenerational transfer payments. The spectre is raised of a typical family as one with a couple in their early 40s caring for four elderly parents and a teenager. Recent studies indicate that the elderly living with at least one child (joint living) is the norm, despite variations among communities and classes. In cities, housing shortages and income are determining factors. For rural elderly, the wealthier are more likely to live jointly, although the new responsibility system does not force children into joint living. Individual preferences, class, and regional differences will produce more varied household compositions. Until 1978 most elderly relied on their children for financial support. With retirement legislation of 1978, the number of pensioners has rapidly grown, and the generous amount of the pensions has often made elderly parents the family's dominant financial power. It is unknown if the one couple one child policy will be successful and strain families in 40 years. By the end of this century the dependency ratio will dramatically drop with more workers per retired person. If this produces more wealth, and thus less financial pressure for joint living, more diversity can be expected in the family life of Chinese elderly. (ABL)

DOCUMENT RESUME

ED 278 890 CG 019 668

Manuel, Gerdenio M.; And Others
Coping with Cancer.
PUB DATE- Apr 87
NOTE- 37p.; Paper presented at the Annual Meeting of the Western Psychological Association (67th, Long Beach, CA, April 23-26, 1987).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adults; *Cancer; Cognitive Style; *Coping; Emotional Response; *Patients; Stress Variables
IDENTIFIERS- *Approach Technique; *Avoidance Behavior

Since the incidence of cancer in this country is high and the cancer survival rates are increasing, it is important to study coping strategies in cancer patients. As survival time lengthens, coping strategies that might affect the quality of a patient's life become increasingly important. A study was conducted to examine coping strategies in newly diagnosed head and neck cancer patients (N=35). The relationships between the use of approach and avoidant coping strategies and the physical and emotional distress of subjects during the early stages of cancer treatment were evaluated. Patients were categorized on the basis of coping strategy at the time of diagnosis and were then evaluated twice during the course of their treatment at 4 to 6 week intervals. The results indicated that cancer patients who predominantly employed either approach or avoidant strategies had lower initial levels of emotional distress than did patients who did not use either of these strategies. Although symptoms of distress decreased in patients using approach or avoidance, symptoms increased for those patients who did not use these strategies. The level of stress for this cancer population was found to be highest at the point of confirmed diagnosis and to recede during the course of treatment. These findings suggest both theoretical and clinical implications. (NB)

DOCUMENT RESUME

ED 278 905 CG 019 684

Hardcastle, Alan John
Work Values and Personality Types: A Comparative Study of Two Occupational Interest Groups.
PUB DATE- May 84
NOTE- 52p.; M.S. Thesis, California State University, Long Beach. Appendixes A and B were removed for copyright reasons.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150) Dissertations/Theses - Master Theses (042)
DESCRIPTORS- *Business Administration; *Career Choice; *Graduate Students; Higher Education; *Industrial Psychology; Majors (Students); *Personality Traits; Values; *Work Attitudes
IDENTIFIERS- *Work Values

Past research has shown that there are predictable relationships among personality types, work values, and occupational interests. A study was conducted to compare graduate students of industrial psychology with graduate students of business administration with regard to hypothesized differences in work values and personality types. It was hypothesized that the psychology group would consist of social types with intrinsic work values, while the business group would consist of conventional types with extrinsic work values. Psychology (N=44) and business administration (N=92) graduate students completed Holland's Vocational Preference Inventory to determine personality type and Super's Work Values Inventory to determine work values. Support for the hypothesis regarding personality types was found for the psychology group but not for the business group. Although differences between groups were found, the hypothesis regarding intrinsic and extrinsic work values was not supported. While the personality types of the psychology and business groups were found to differ, the evidence suggests that, based upon the theoretical relationships between dominant types and Holland's occupational codes, the two groups shared similar personality characteristics and occupational interests. (Author/NB)

DOCUMENT RESUME

ED 278 920 CG 019 699

National Transportation Safety Board Public Forum on Alcohol and Drug Safety Education.
National Transportation Safety Board (DOT), Washington, DC.
REPORT NO.- NTSB/SS-86/01; PB86-917001
PUB DATE- 28 Mar 86
NOTE- 90p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - General (140)
DESCRIPTORS- *Alcohol Education; *Community Programs; Drug Abuse; *Drug Education; *Government Role; Prevention; *Program Development; Safety; *School Activities
IDENTIFIERS- Alcohol Abuse

The National Transportation Safety Board conducted a 2-day public forum (March 11 and 12, 1985) on alcohol and drug safety education to examine school and community programs designed to prevent alcohol and other drug abuse, discuss the major issues surrounding alcohol and drug abuse prevention, and develop recommendations to governmental and private agencies to improve alcohol and drug abuse prevention programs. Education and safety experts and representatives from citizen and parent groups participated in the forum. The testimony and discussion over the course of the forum resulted in the emergence of five general issues: (1) the educational messages; (2) who should deliver the messages; (3) what is a comprehensive or model program; (4) program costs and resources; and (5) the role of the federal government. This report summarizes the major points raised by forum participants in each of the five areas. A summary, a list of 22 conclusions, and Safety Board recommendations to the U.S. Departments of Education, Health and Human Services, and Transportation to improve the state of alcohol safety education in the United States are included. Seven appendices are given. (Author/NB)

DOCUMENT RESUME

ED 278 934 CG 019 714

Abler, Rose M.; Sedlacek, William E.
Nonreactive Measures in Student Affairs Research.
Maryland Univ., College Park. Counseling Center.
REPORT NO.- RR-5-86
PUB DATE- 86
NOTE- 14p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Data Collection; Higher Education; *Research Methodology; *Research Problems; Responses; *Student Personnel Workers
IDENTIFIERS- *Nonreactive Measurement

Questionnaire and interview methods are described as reactive because when these methods are used, the participant's reactions to the research process may influene his or her responses. Nonreactive methodology refers to unobtrusive methods of collecting data in which participant reaction to the process of data collection does not interfere with the response. Nonreactive methods of data collection have been used in other fields, and the student affairs professional can improve research techniques and implement a multi-method assessment strategy by incorporating nonreactive methods into current research programs. In the past, student affairs researchers have employed nonreactive methodology in examining the success of an assertiveness training program (McFall and Marston, 1970), police bias in monitoring traffic violations (Heussenstamm, 1971), and a noncognitive predictor of student success (Sedlacek et al., 1984). Attempts have been made to create a classification system of nonreactive methodology. Webb et al. used the categories of physical traces, archives, and observation to describe various types of nonreactive data. Sechrest and Phillips proposed a matrix as a step toward a taxonomy of nonreactive methodology. By taking steps to employ nonreactive techniques, student affairs professionals may find this methodology a useful addition to their work. (NB)

DOCUMENT RESUME

ED 278 948 CS 008 678

Children's Art Carnival Creative Reading Program. ECIA Chapter I, 1984-85. Final Evaluation Report.

New York City Board of Education, Brooklyn, N.Y. Office of Educational Evaluation.

PUB DATE- Jun 86
NOTE- 43p.; Prepared by the Instructional Support Evaluation Unit. For earlier reports, see ED 142 654 and ED 260 154.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Art Activities; Class Activities; Creative Development; Diagnostic Teaching; Elementary Education; Language Skills; Low Achievement; Program Effectiveness; Program Evaluation; *Reading Achievement; *Reading Improvement; Reading Instruction; *Reading Programs; *Reading Skills; Staff Development
IDENTIFIERS- *Childrens Art Carnival NY

To improve the reading skills of students with low academic achievement, the Children's Art Carnival (CAC) Reading Program provided 321 children in grades 2-5 with art and reading activities and assistance with behavioral and emotional problems. Analyses of pretests and posttests focused on students' academic achievement and attendance and staff development. Major findings indicated that (1) most students mastered three or more additional reading skills; (2) over 75% of the fourth and fifth graders achieved posttest scores of 75% or higher on the test of art vocabulary, while only 70% of the third graders and 50% of the second graders achieved this goal; (3) teachers' responses to program surveys showed that they had been oriented to the program's objectives and activities, had received instruction in and had incorporated art-related teaching strategies, and had actively participated in CAC activities; (4) CAC may positively affect attendance. Based on these findings, it was recommended that program objectives regarding skill mastery be reviewed, art vocabulary with second and third graders be emphasized, staff development activities be continued, and a new index for measuring CAC's impact on students' attitudes and motivation be considered. (A vocabulary test and pre- and post-program teacher surveys are appended.) (JD)

DOCUMENT RESUME

ED 278 962 CS 008 696

Perfetti, Charles A.; McCutchen, Deborah
Schooled Language Competence: Linguistic Abilities in Reading and Writing.
Pittsburgh Univ., Pa. Learning Research and Development Center.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
REPORT NO.- LRDC-1986/16
PUB DATE- 86
NOTE- 70p.; To appear in: S. Rosenberg, Ed., "Advances in Applied Psycholinguistics," Cambridge University Press.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Applied Linguistics; Cognitive Development; Communication Skills; *Language Processing; Language Proficiency; *Language Research; *Linguistic Competence; Psycholinguistics; *Reading Ability; *Reading Writing Relationship; *Writing Skills
IDENTIFIERS- *Schooled Language Competence

The notion that a set of restricted-generalized abilities underlies both reading and writing is explored in this essay. Following a definition of schooled language competence (SLC), the first section asserts that knowledge and problem solving are insufficient and nonlinguistic approaches to language competence. The second section focuses on linguistic and nonlinguistic sources of reading skill and presents two related arguments for reading as a restricted-general ability. The first argument asserts that meaning comprehension and interpretation are not the same, while the second claims that comprehension processes representing "meaning comprehension" can become impenetrable by knowledge, beliefs, and expectations. The implications of these arguments for research on reading ability are also discussed. Emphasizing linguistic and nonlinguistic sources of writing skill, the third section suggests (1) that a general language competence underlies both reading and writing skills, and distinguishes this SLC from more basic communicative language skills, (2) that SLC, like basic competence, depends at its core on linguistic symbol manipulation, and (3) that, because reading and writing have more than shared features, some disassociation between reading and writing skills might be expected. The essay concludes by observing that recent research demonstrates a role for knowledge-free general abilities in both reading and writing. (JD)

DOCUMENT RESUME

ED 278 976 CS 008 713

Huba, Mary E.; And Others
Print Awareness in Prereaders and Subsequent Reading Achievement.
PUB DATE- Dec 86
NOTE- 11p.; Paper presented at the Annual Meeting of the National Reading Conference (36th, Austin, TX, December 2-6, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Child Development; Comparative Analysis; Developmental Stages; Early Reading; Females; Language Acquisition; Males; *Metacognition; Preschool Children; Preschool Education; *Reading Achievement; *Reading Comprehension; *Reading Research; *Reading Writing Relationship; Sex Differences
IDENTIFIERS- *Print Awareness

A study was conducted to determine if knowledge of the purposes of written language facilitated reading achievement in preschool children. The study also compared the performance of boys and girls to determine if boys' generally poorer reading abilities could be related to differences in print awareness. Scores from the comprehension subtest of the Iowa Test of Basic Skills (ITBS) were obtained for 38 children whose explicit understanding of the purposes of print had been assessed four to six years earlier during their preschool years. In addition, 142 male and 123 female preschool children were compared in terms of their understanding of the purposes of print. Results showed that scores on the knowledge of purposes measure were significantly related to ITBS grade equivalent scores for each age group studied. In terms of sex differences, no statistical differences were found, although females outperformed males in each age group. The findings gave indirect support to the notion that knowledge of purposes of print may facilitate reading achievement. (FL)

DOCUMENT RESUME

ED 278 991 CS 210 174

Karolides, Nicholas J., Ed.
Writing Anxiety.
Wisconsin Council of Teachers of English.
PUB DATE- Apr 82
NOTE- 36p.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Serials (022) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Attitude Change; Basic Skills; Book Reviews; Elementary Secondary Education; Gifted; Higher Education; Student Attitudes; Teaching Methods; *Writing Apprehension; Writing Evaluation; *Writing Instruction; *Writing Skills
IDENTIFIERS- Basic Writing

The articles in this journal issue examine the characteristics of student writing apprehension, and teaching methods to alleviate it. The titles of the articles and their authors are as follows: (1) "Writing Anxiety: Reasons and Reduction Techniques" (Helen R. Heaton and Pauline M. Pray); (2) "Writing Anxiety and the Gifted Student Writer" (De Gutschow); (3) "Are Basic Writers Afraid to Write?" (Donna Gorrell); (4) "Encouraging Junior High Writers" (Monica L. Josten); (5) "Making a Writing Class a Community" (Robert C. Rosen); and (6) "Readers' Perceptions of Advanced College Writing and Adult College Graduate Writing" (Susan P. Miller and Charles F. Meyer). Reviews of selected books for children, adolescents, and teachers are included. (HTH)

DOCUMENT RESUME

ED 279 007 CS 210 294

Infantino, Bob
Developing a Core Curriculum in Literature: An Undesirable Idea.
PUB DATE- 22 Nov 86
NOTE- 13p.; Paper presented at the Annual Meeting of the National Council of Teachers of English (76th, San Antonio, TX, November 21-26, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Core Curriculum; Critical Thinking; Cultural Background; *Curriculum Development; *English Curriculum; *Literature Appreciation; Reading Writing Relationship; *Required Courses; Secondary Education; Writing Processes; Writing Skills
IDENTIFIERS- Cultural Literacy; Curriculum Theories; *Standardized Curriculum

Placing literature in the core of the curriculum, along with lots of writing and some listening and speaking activities, is a wonderful idea, one which most good English programs and teachers have always used, even through the electives and the back-to-basics periods of recent years. The gap lies in the teaching of writing, especially knowledge about the notion of writing as a developmental process from conceptualization to publication. Any discussion of core curriculum in literature ought to start with the definition of terms, since several interpretations of a term are possible. The moves towards standardization of curriculum, towards a "classic novels" core curriculum, inevitably leads to exclusion, inequality, and failure. Another idea, that of cultural literacy, is now advanced as a rationale for developing a core curriculum, but a close examination of the concept offers a narrow and somewhat elitist view of the aims of schooling--the teaching of "words to share in common" so that Americans can develop a common cultural literacy. Core curriculum efforts that promote critical applications of knowledge, foster independent thinking and action, and recognize and celebrate diversity need to be supported. A return to the days of sameness for all in the English classroom, which is a probable by-product of a core curriculum in literature, is not a move in the right direction. (NKA)

DOCUMENT RESUME

ED 279 021 CS 210 323

Miller, R. Baxter
A Deeper Literacy: Teaching "Invisible Man" from Aboriginal Ground.
PUB DATE- Mar 87
NOTE- 15p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (38th, Atlanta, GA, March 19-21, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Black Attitudes; Black Culture; *Black Literature; *Critical Reading; *Cultural Context; Cultural Influences; Higher Education; Literacy; *Literary Criticism; Literary Devices; Literature Appreciation; Novels; Social History
IDENTIFIERS- Cultural Literacy; *Ellison (Ralph); *Invisible Man (The)

An immersed reading of Ralph Ellison's novel "Invisible Man" reveals a living language informed inevitably by extrinsic circumstance. As an imperfect product of Ellison's own Enlightenment kind of thought--his idea that concepts and texts divorce themselves from social agendas--such a reading reveals a truth of another sort quite unintentionally. Not only the source for one mythic code, for a superficial literacy, or for the reading of only plot or the democratic code before us, the text provides an opportunity to teach the repressed code that neither the narrative voice nor the authorial one would ever concede. True literacy becomes the literate power of a humane life. The novel's rich complexes of image and metaphor disclose a meaning of self and history. From the Edenic world of the black southern school to which the unnamed narrator has won a scholarship, he is expelled into the wasteland of experience. His linear movement toward the North, and toward a personal search for self-meaning, parallels that of the reader toward the closure of the novel. Though withdrawal on the narrator's part means continued slavery, literate engagement could mean new freedom. For Ellison, as for any other great artist, the deepest literacy would demand the imprint of one's own fiction on American history. (NKA)

DOCUMENT RESUME

ED 279 035 CS 505 486

Zeman, James V.
A Method of Using Student Evaluation in the Basic Speech Course.
PUB DATE- 15 Nov 86
NOTE- 13p.; Paper presented at the Annual Meeting of the Speech Communication Association (72nd, Chicago, IL, November 13-16, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Grading; Higher Education; *Peer Evaluation; *Public Speaking; *Speech Communication; *Student Evaluation

Student input into grading in the basic speech communication course can be accomplished through a peer evaluation system. Three student evaluators are assigned for every student speech. Speeches are given a quality score by the peer evaluators and by the instructor. Rating errors are minimized by assigning peer evaluators so that no cross-evaluation occurs among a set of peers on any particular speaking assignment. Rank scores indicating the relative effectiveness of each speaker for a given class period are obtained from students not assigned as speakers or evaluators. All scores are combined for each of five speeches given during the term. Final course grades reflect total points awarded each speaker compared to total points possible. (A speech evaluation form, sample evaluation assignments, and handouts for the students explaining the scoring system are appended.) (SRT)

DOCUMENT RESUME

ED 279 049 CS 505 519

Sutton, Jane
Aristotle, Motion, and Rhetoric.
PUB DATE- 86
NOTE- 19p.; Paper presented at the Annual Meeting of the Eastern Communication Association (77th, Atlantic City, NJ, April 30-May 3, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Audiences; Language; *Motion; Persuasive Discourse; *Philosophy; *Rhetoric; Rhetorical Invention; Speech Communication; *Theories
IDENTIFIERS- *Aristotle; Metaphysics; Postmodernism; Reality

Aristotle rejects a world vision of changing reality as neither useful nor beneficial to human life, and instead he reaffirms both change and eternal reality, fuses motion and rest, and ends up with "well-behaved" changes. This concept of motion is foundational to his world view, and from it emerges his theory of knowledge, philosophy of nature, ethics and social philosophy. This theoretical underpinning also led to the production of Aristotle's "Rhetoric," and in fact gives meaning and significance to the art of rhetoric, otherwise delegated to deceitfulness and trickery. Just as motion has been shown to exist in the universe, so too must this principle be operative in rhetoric. Because of the complex relations between the perception, opinion, and thought Aristotle uses to confirm the existence of change, rhetoric is an instance of motion. Rhetoric, then, becomes a latent threat to the maintenance or justification of the "status quo." That is, thought and speech is forever on the move. In Book II of "Rhetoric," Aristotle discusses the audience as a psychologically knowable and finite quantity, whose beliefs--mere opinions in themselves--are nevertheless available as objects of certain knowledge. Discourse would comprise a body of statements that are logically mimetic of reality. For a statement to achieve its purpose of communicating the substance of a thing, the units of meaning in language must exist in a stable and univocal relationship to their objects. Aristotle's theory of rhetoric contains on its fringes another dimension, a world view of changing reality that has yet to take hold in postmodern Aristotelian rhetoric. (NKA)

DOCUMENT RESUME

ED 279 062 EA 019 173

Musella, Donald F.; Lawton, Stephen B.
Selection and Promotion Procedures in Ontario School Boards. Research Brief. Professionalism in Schools Series.
Ontario Dept. of Education, Toronto.
REPORT NO.- ISBN-0-7729-2005-2
PUB DATE- 86
NOTE- 50p.
AVAILABLE FROM- Publications Sales, Ontario Institute for Studies in Education, 252 Bloor Street West, Toronto, Ontario M5S 1V6 Canada.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Administrators; *Boards of Education; Elementary Secondary Education; Foreign Countries; *Personnel Policy; *Personnel Selection; Principals; *Promotion (Occupational); Recruitment; Teacher Promotion; Training; Women Faculty
IDENTIFIERS- *Ontario; Professionalism

This study attempts to describe and assess the current state of selection and promotion systems for administrators in Ontario school boards and to develop an information base for parties involved with these procedures. The project also seeks to identify high quality procedures and ensure the elimination of bias and subjectivity in personnel decisions. Data collection involved three phases: (1) collecting all selection and promotion policies from Ontario school boards, (2) administering a survey questionnaire to teachers and administrators, and (3) developing two case studies with model systems of high quality procedures. Survey results showed similarities in the appointment process regarding collection of candidate information and criteria considered most important (interpersonal skills, knowledge of the position, appropriate educational philosophy, and management and decision-making skills) for administrative positions. The ideal model stresses validity and reliability in information usage and practicality and efficiency in the use of human resources; it recognizes the unique political, historical, and cultural aspects of particular school boards. Several recommendations to improve personnel policies and procedures are offered. Basic guidelines emphasize sound communication, training programs, and proactive recruitment

strategies for obtaining qualified women candidates. (MLH)

DOCUMENT RESUME

ED 279 076 EA 019 198

Hendrickson, Robert M.
Higher Education.
PUB DATE- 87
NOTE- 59p.; In: Thomas, Stephen B., Ed. The Yearbook of School Law, 1986. National Organization on Legal Problems of Education, 1987 (EA 019 190).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
Opinions/Personal Viewpoints/Position Papers/Essays (120)
Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Athletics; Civil Liberties; Collective Bargaining; College Admission; College Faculty; College Students; *Court Litigation; Expulsion; Federal Courts; Government School Relationship; *Higher Education; Injuries; Legal Responsibility; *School Law; School Personnel; State Courts; Student Financial Aid; Student Rights; Tenure; Tuition

This eighth chapter of "The Yearbook of School Law, 1986" summarizes and analyzes over 330 state and federal court cases litigated in 1985 in which institutions of higher education were involved. Among the topics examined were relationships between postsecondary institutions and various governmental agencies; discrimination in the employment of postsecondary educational personnel; employment policies and practices affecting tenured and nontenured faculty members, administrators, and staff members; collective bargaining by college personnel; the sexual harassment of college employees; student rights related to admission, tuition, financial aid, civil liberties, and dismissal from a school; institutional liability in relation to personal injuries, workers' compensation, contractual agreements, deceptive practices, educational malpractice, and negligence; the authority of the National Collegiate Athletics Association over intercollegiate sports; and suits involving the impact on business enterprises of actions taken by postsecondary institutions. (PGD)

DOCUMENT RESUME

ED 279 089 EA 019 212

Sange-Walters, Peggy; And Others
Total School Intervention Programs: A State Initiative to Improve Staff Development through Organization Development.
PUB DATE- Feb 87
NOTE- 9p.; Paper presented at the Annual Meeting of the American Association of Colleges for Teacher Education (Washington, DC, February 12-15, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Change Strategies; *Cooperative Planning; Cooperative Programs; Demonstration Programs; Educational Change; *Educational Environment; Elementary Secondary Education; Improvement Programs; Instructional Development; *Instructional Improvement; Intervention; Long Range Planning; *Organizational Development; Organizational Effectiveness; *Participative Decision Making; Problem Solving; School Districts; Staff Development; *State Programs; State School District Relationship; Student School Relationship; Teacher Administrator Relationship; Teamwork
IDENTIFIERS- *Maryland

A collaborative approach to solving school problems in Maryland emphasizes planned change through organization development processes. Organization development, a process of planned improvement in overall functioning, strives for sustained capacity in problem-solving by communication, goal-setting, conflict resolution, and commitment. The organization, rather than outside consultants, defines planned change, and continuous data collection and analysis provide collective awareness. Outside consultants act as facilitators. Since 1977, Maryland has developed the Instructional Leadership Project (ILP) and the Teacher Decision Making Project, which are models for the state Total School Intervention Programs. The two programs are based on an organization development change model that focuses on instructional improvement and school climate through staff team development. The Total School Intervention Programs emerged from collaboration between state and local educational structures, with assistance from the University of Maryland. Districts were supportive because programs were tailored for local needs and outside assistants worked with personnel as equals. Evaluaters of the ILP noted student testing improvement. Staff collaborative decisionmaking increased, and 97 percent of respondents in 1986 observed greater confidence among teams in solving problems. Staff development improved, and teachers reported more assistance in instructional improvement. The majority also noted improvements for students in instruction and school climate. (CJH)

DOCUMENT RESUME

ED 279 101 EA 019 224

Genovesi, Giovanni, Ed.

Compulsory Education: Statistics, Methodology, Reforms and New Tendencies. Conference Papers for the 8th Session of the International Standing Conference for the History of Education (Parma, Italy, September 3-6, 1986). Volume IV.

Parma Univ. (Italy). Centro Italiano per la Ricerca Storico-Educativa.

PUB DATE- 86

NOTE- 225p.; For volumes 1-3, see EA 019 221-223. Portions contain marginally legible print. Best copy available.

AVAILABLE FROM- University of Parma, "Bollettino" C.I.R.S.E., School of Education, Parma, Italy ($18.00).

LANGUAGE- English; French; Italian

EDRS Price - MF01/PC09 Plus Postage.

PUB TYPE- Collected Works - Proceedings (021) Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- *Compulsory Education; Curriculum Development; *Educational Change; *Educational History; Educational Innovation; Elementary Secondary Education; Foreign Countries; *Government School Relationship; Language Skills; Parent School Relationship; Public Schools; School Attendance Legislation; Socialism; Statistical Analysis; *Student School Relationship

IDENTIFIERS- *Europe; USSR (Russia)

This collection, the last of four volumes on the history of compulsory education among the nations of Europe and the western hemisphere, analyzes statistics, methodology, reforms, and new tendencies. Twelve of the document's 18 articles are written in English, 3 are written in French and 3 are in Italian. Summaries accompany most articles; three of the foreign language articles have English summaries. Bibliographies are included with many selections. Titles and authors are as follows: "From the Methodology of Pedagogical Study of Obligatory Education" (Wlodzimierz Goriszowski); "Les Peres de l'Ecole Obligatoire Pris au Piege de la Statistique Scolaire (1876-1906)" (Jean-Noel Luc); "Primary Compulsory School at Viareggio (1860-1900)" (Luciana Bettalla and Fanny Coli); "School Attendance in The Netherlands" (Th. F. M. Boekholt); "L'Offre d'Ecole Avant l'Obligation Scolaire: L'Enseignement des Premieres Enquetes Bataves (1799-1811)" (Willem Frijhoff); "A Danish Reform Concerning the First Years of School" (Hans Vejleskov); "The Vanloese Experiment: New Education in Compulsory Education in Denmark in the Twenties" (Ellen Norgaard); "Historical Development of Compulsory Education in Socialist Countries (1917-present time)" (Gottfried Uhlig); "Parents and Compulsory Education Laws in England & Wales (1880-1980)" (Geoffrey Stevenson); "Prospettive dell'Istruzione Obbligatoria in Italia" (Luigi Ambrosoli); "La Continuite Scolaire et 'l'Ecole de Base' en Italie: Aspects Historiques et Perspectives" (Giovanni Genovesi); "Formazione Generale, Orientamento per gli Studi e/o per la Professione nell'Elevazione dell'Obbligo Scholastico al 16 Anni: La Questione Italiana, Oggi" (Vittorio Telmon); "From Optional to Compulsory: The Introduction, Development and Extension of 'English' in Norwegian Compulsory Education" (B. Brandtzaeg Gundem); "Reforms and New Tendencies: Norwegian Compulsory Education (Olav Sunnana); "Compulsory Education in the Canary Islands" (Pedro Sosa Also); "Compulsory Education in the United States: Its development and Some Recent Considerations" (Erwin v. Johanningmeier); "La 'Compulsory Education' nel Contesto Sovietico" (Giorgio Vuoso); and "A New Look at the Act of Teaching FL Reading" (Yvonne Poser and Gunter G. Pfister). (CJH)

DOCUMENT RESUME

ED 279 114 EC 191 369

Amundsen, Jane; And Others
Bringing Out Head Start Talents (BOHST). Talent Programming.
Illinois Univ., Urbana. Inst. for Child Behavior and Development.
SPONS. AGENCY- Administration for Children, Youth, and Families (DHHS), Washington, D.C.
PUB DATE- 85
NOTE- 365p.; For project final report, see EC 191 364; for project training materials, see EC 191 365-369. Printed on colored paper.
AVAILABLE FROM- Disabled Citizens Foundation, 1304 W. Bradley, Champaign, IL 61821 ($15.95; shipping add 10%, handling add $1.00).
LANGUAGE- English
EDRS Price - MF01/PC15 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Achievement Rating; Class Activities; *Gifted; *Individualized Education Programs; *Lesson Plans; Preschool Education; *Skill Development; Student Evaluation; *Talent; *Talent Development
IDENTIFIERS- Bringing Out Head Start Talents; *Project Head Start; Talent Education Plan

Designed for preschoolers identified as talented by the Bringing Out Head Start Talents (BOHST) project, the small-group lessons contained in this manual focus on nine areas of talent programming and are presented in color-coded sections: creative, intellectual, leadership, art, music, reading, math, science, and psychomotor talent development. Four skills are targeted for development in each of the nine areas (e.g., for intellectual talent: problem solving, remembering, communicating, and seeing relationships). Lesson plans in each content area contain an introduction, three initial activities (with a list of materials, targeted skill areas, and step-by-step instructions), and seven continuing activities. Assessment questions based on objectives for each of the four skill areas are included, and answers are recorded on a Talent Assessment Record used in planning the continuing activities and in designing a Talent Education Plan (TEP) for each identified child. Sample TEPs and a sample end-of-the-year talent report (sent on to the child's next teacher) are included. (JW)

DOCUMENT RESUME

ED 279 127 EC 191 756

Tansley, A. E.
Perceptual Training: Educational Development Programs.

REPORT NO.- ISBN-0-88450-976-1
PUB DATE- 86
NOTE- 65p.; The American version of the 1980 British edition.
AVAILABLE FROM- Communication Skill Builders, Inc., 3130 N. Dodge Blvd., P.O. Box 42050, Tucson, AZ 85733 ($7.95).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Auditory Perception; Elementary Education; Learning Activities; *Learning Problems; Motor Development; *Perceptual Development; Perceptual Motor Coordination; *Reading Difficulties; *Sensory Training; Teaching Methods; *Visual Perception

This booklet presents educational programs and activities for perceptual training of 4- to 9-year-olds and older children with learning and reading problems. The development of visual and auditory perception needs to be understood as closely related to and dependent upon other developmental areas, including motor, language, thinking, emotional, and social skills. The booklet's first section presents general information on children's perceptual training, sensory channels and integration, the tactile/kinesthetic channels, and activities for investigating and training cross-modality functioning. The second section addresses training for visual perception in the areas of: hand-eye coordination; form perception; visual discrimination; visual memory and sequencing; visual rhythm; visual closure and completion; visual temporal sequencing; and figure-ground relationships. The third section presents activities for auditory perception in the areas of: auditory discrimination; auditory memory and sequencing; auditory rhythm; auditory closure; auditory figure-ground discrimination; and auditory imagery. The final sections present: information on use of the overhead projector in perceptual training; a form for recording students' progress through the perceptual training activities; and a list of catalogs providing equipment for activities. (CB)

DOCUMENT RESUME

ED 279 140 EC 192 102

Schrag, Judy A.
Implementation of P.L. 94-142 and Its Accomplishments, Problems and Future Challenges: A State Education Agency Perspective.
PUB DATE- 87
NOTE- 36p.; In: The Future of Special Education: Proceedings of the Council for Exceptional Children Symposium (Lake Geneva, Wisconsin, May 1986); see ED 276 245.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Access to Education; Accountability; Administrator Attitudes; *Delivery Systems; *Disabilities; *Educational Trends; Education Work Relationship; Elementary Secondary Education; Equal Education; Federal Legislation; Futures (of Society); *Gifted; Labor Force; Mainstreaming; Normalization (Handicapped); Program Evaluation; Retrenchment; *Special Education; *Trend Analysis
IDENTIFIERS- Early Intervention; *Education for All Handicapped Children Act

Written from the perspective of a state director of special education, the paper identifies and discusses accomplishments in special education during the 10 years since the Education for All Handicapped Children Act (P.L. 94-142) was enacted, current problems and issues, and future challenges within the following key areas of change: (1) access to education for all handicapped children; (2) continuum of services from birth to adulthood--early childhood intervention; (3) continuum of services from birth to adulthood--transition programs for older students with handicaps; (4) least restrictive environment; (5) special education manpower; (6) monitoring of special education programs/related services; and (7) programs for gifted students. Despite the increasing financial challenges facing special education the future is likely to bring solidified regular and special education partnerships, programming for unserved and underserved groups of handicapped students, improved implementation of the continuum of services delivery approach, increased effective integration of severely handicapped into the public schools, maintenance of procedural safeguards along with efforts to reduce the legalistic burdens on special education, increased emphasis on technical assistance in state monitoring of special education programs, and continuation and enhancement of gifted programming. (DB)

Boydell, T. H.
A Guide to the Identification of Training Needs. Second Edition.
British Association for Commercial and Industrial Education, London (England).
REPORT NO.- ISBN-85171-059-X
PUB DATE- Feb 83
NOTE- 47p.; Supersedes ED 064 614. Some figures contain small type.
AVAILABLE FROM- British Association for Commercial and Industrial Education, 16 Park Crescent, London, England W1N 4AP (4.30 pounds).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Adult Education; Data Collection; *Educational Needs; *Evaluation Criteria; *Evaluation Methods; Foreign Countries; Futures (of Society); *Industrial Education; *Labor Needs; *Needs Assessment; Organizational Development; Planning; Postsecondary Education; Training Methods

This guide is intended to help planners and trainers assess the training needs of industrial organizations. Addressed in the individual chapters are the following topics: types of training needs (three levels of needs--organizational, occupational, individual, organizational training needs and objectives, and present and future needs); present training needs (multiple-cause problems, symptoms of present needs, quantification of symptoms, training or other needs, and other weaknesses); future training needs (nature and agent of change); basic labor force planning (procedures for forecasting requirements and labor force supply); the process of identifying training needs (management responsibility, models of the process, presentation of information and determination of priorities, and reasons why assessing training needs should be an ongoing process); and approaches to training needs (different training needs; the organization development, welfare, administrative, and political approaches; metagoals as a new set of needs; responsibility for identifying needs; and some methods of data collection). Appendixes to the guide include discussions of some characteristics of five approaches to training, some data collection methods and systematic training in 10 steps. Twenty-two figures and 11 tables supplement the text. (MN)

Psychovocational Evaluation Model" (Gruehagen, Mohr); "Evaluation of Prevocational Skills in Public School Settings" (Phelps); "The Regional Vocational Assessment Center" (Kapland); "Services of a Special Needs Evaluation Center" (Bohnenstiehl); "Introduction to Microcomputers" (McDaniel); "Computer Software for Assessing and Shaping Motor Performance in Vocational Evaluation and Adjustment Programs" (Coker, Blakemore); "The Use of Computers in Vocational Assessment" (Tango); "Employment through Rehabilitation Technology Awareness" (Johnson); "Microcomputers as Prosthetic Aids for the Severely Physically Disabled" (Long, Hicks); "Ethical Dilemmas--Differences in the Public and Private for Profit Practitioners' Point of View" (McClanahan); "Effective Vocational Evaluation of Non-English Speaking Individuals (Edgcomb); "A Triadic Approach to the Vocational Assessment of the Industrially Injured" (Stewart, et al.); "Vocational Assessment of Chronic Pain Syndrome Patients" (Costello); "Vocational Assessment of Psychiatrically Disabled Professionals" (Stone); "A Reappraisal of Vocational Evaluation from an Ecological Systems Perspective" (Szymula, Schleser); "New Directions for Vocational Assessment" (Hastings); "Career/Vocational Assessment in the Public School Setting" (Sitlington, et al.); "Levels of Worker Functions Claimed by Valpar for Its Work Samples Compared to Those Determined through Job Analysis of the Work Samples" (Clark); "Vocational Outcomes Associated with Lower Extremity Amputations" (Roush); "A Work Hardening Model for the 80s" (Smith, McFarlane); "Physical Capacity Evaluation and the Work Hardening Program" (May); "Identifying Optimal Working Conditions for Persons with Low Vision--Who Is Responsible?" (Small); "Vocational Evaluation of Blind and Visually Impaired Persons" (Peterson); "The Vocational Evaluation of Head Injured Patients" (Weinberger); "Prevocational Evaluation: A Mind Set or a Process" (Coffey, et al.); "A Hierarchical Model of Vocational Evaluation" (Mason); "Short Term Training of Vocational Assessment Personnel" (Esser); "The Career Assessment Process in the Intermediate District" (Murray, Skaja); "Ohio School Based Work Evaluator Teacher Certification Program" (Napier); "A Comprehensive Employability Assessment Strategy for Disabled Persons" (Roessler, et al.); "Vocational Assessment of Learning Disabilities" (Hartlage, Telzrow); and "Vocational Assessment of Deaf and Hearing Impaired Persons" (Cotter). (MN)

ED 278 793 CE 046 261

Adult Basic Education Final Report 1984-85. OEA Evaluation Report.
New York City Board of Education, Brooklyn. Office of Educational Assessment.

PUB DATE- 85
NOTE- 38p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Achievement; *Adult Basic Education; Adult Literacy; *Adult Students; Basic Skills; Educational Attainment; Employment Patterns; English (Second Language); Enrollment; *High School Equivalency Programs; Literacy Education; *Outcomes of Education; Out of School Youth; Program Administration; *Program Effectiveness; Program Implementation; School Attitudes; Student Attitudes; *Student Characteristics; Urban Education
IDENTIFIERS- *New York (New York)

The Adult Basic Education/High School Equivalency Services Program of the New York City Board of Education's Office of Adult and Continuing Education provides services for out-of-school youth and adults at over 300 sites throughout the city. Instruction is provided in the areas of basic literacy, basic education, high school equivalency, and English as a second language (ESL). Basic education is offered in Spanish, French, Greek, and Italian, and both bilingual education and ESL are divided into four levels of proficiency. Between the 1984-1985 and 1985-1986 school years, the program grew from 368 to 721 classes. In 1984-1985, 39 percent of the students enrolled were immigrants, 41 percent were U.S. citizens, and 12 percent were receiving welfare. In the same year, 47 percent of the student population was Hispanic, 33 percent Black, 10 percent Asian, 9 percent White, and 1 percent American Indian. Approximately a third (6,335) of the 19,492 students enrolled in the program during 1983-1984 were still enrolled in the following year. At least 47 percent of the program's level 1 students progressed at least one level in this year as did 59 percent of the level 2 students. Twenty-seven percent of the level 3 students progressed to level 4. Two-year employment data were available for 5,466 students. Of the 2,518 students who were unemployed and available for work in 1983-1984, 13 percent found employment by 1983-1984. The program was perceived positively by most of the students, teachers, and administrators interviewed. (MN)

ED 278 807 CE 046 288

Learning a Living in Canada. Volume II. Policy Options for the Nations. Report to the Minister of Employment and Immigration Canada by the Skill Development Leave Task Force.

Canada Employment and Immigration Commission, Ottawa (Ontario).

REPORT NO.- ISBN-0-662-12768-4
PUB DATE- 83
NOTE- 197p.; For volume I, see CE 046 287.
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Adult Education; *Adult Vocational Education; Developed Nations; *Educational Policy; Employment; Foreign Countries; *Leaves of Absence; *Lifelong Learning; Models; Personnel Policy; Refresher Courses; Released Time; *Retraining; *Skill Development; Unemployment
IDENTIFIERS- *Canada

This second volume of a two-volume report presents findings of a task force on the importance of skill development leave as a mechanism for retraining, upgrading, and updating workers in a dynamic Canadian society. Volume II is an instrument for consultation. Chapter 8 (the first seven chapters appear in volume I) looks at the lifelong learning prospects of Canadians--the challenge, the answer, and the need to complete the new national training direction. Chapter 9 offers a framework for change. It elaborates upon an inserted worksheet that provides options in support of the retraining, upgrading, and updating of working Canadians. On the worksheet, each option is categorized according to a set of design principles: access, equity, mobility and portability, financial support, coordination, and involvement. Chapter 10 presents policy options and mechanisms in support of a lifelong learning strategy for Canada. These are divided into changes to existing policies and programs, changes to legislation and collective agreements, tax changes, new institution and funding sources, pilot projects and joint action, and support mechanisms for participation. Each option is discussed in terms of description and mechanism, purpose, funding, and delivery. The right-hand pages contain the continuous narrative. On the left-hand pages are found quotations, bons mots, data, information, and tables from many sources to support and detail the learning concerns of Canadians about the advent of new technologies and the restructuring of the world of work. Appendixes include a list of background papers and a bibliography. (YLB)

ED 278 821 CE 046 351

Competency Based Curriculum. Revised Delivery Systems for Culinary Arts Program. Project Report.

Spokane Community Coll., WA.

SPONS. AGENCY- Washington State Board for Community Coll. Education, Olympia.
PUB DATE- 86
NOTE- 91p.; Charts contain small print.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Bakery Industry; *Behavioral Objectives; College Programs; Community Colleges; Competency Based Education; *Cooking Instruction; Cooks; *Course Content; Course Organization; Curriculum Development; Dining Facilities; Educational Objectives; Food; Food Handling Facilities; *Food Service; *Foods Instruction; Food Standards; Occupational Home Economics; Two Year Colleges; Vocational Education
IDENTIFIERS- *Bakers

Developed through a grant that enabled faculty members to work together to define goals and set objectives, this curriculum guide contains course objectives for the culinary arts program at Spokane Community College in Washington. Objectives are provided for the following courses: culinary techniques and skill development (two levels), professional baking, and dining room service. Course overviews provide information on course content and grading. Performance objectives are stated for each task students are to perform (for example, objectives for saute station, roasting station, and soup and sauce station in the culinary techniques course, and decorated birthday cakes and marzipan in the professional baking course). In addition, general skills needed in all courses are stressed. Suggested texts and resources are listed, and matrixes are provided for each skill sequence. (KC)

Bryant, Ian
Radicals & Respectables--The Adult Education Experience in Scotland.
Scottish Inst. of Adult Education, Edinburgh.
REPORT NO.- ISBN-0-903647-05-2
PUB DATE- 84
NOTE- 44p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Historical Materials (060)
DESCRIPTORS- *Adult Education; Educational Change; *Educational History; *Educational Needs; Educational Practices; *Educational Trends; Foreign Countries; *Futures (of Society); Postsecondary Education; *Program Development
IDENTIFIERS- *Scotland

As in England and Wales, there is no unified system for provision of adult education in Scotland. The various levels and types of postschool learning opportunity have emerged from a series of ad hoc arrangements and have been conditioned by local factors reflecting the characteristics of various Scottish religious, economic, legal, political, and educational institutions. The earliest attempts to organize adult education in Scotland can be traced to 1709 to the efforts of the Society in Scotland for Propagating Christian Knowledge. It was not until the beginning of the 19th century that the organized and systematic provision of adult education began to emerge. In the later Victorian age technical education began to develop in response to the needs of manufacturers; however, there were still no national schemes for certification of journeymen. The period between the two world wars was marked by an increasing separation between technical and liberal adult education. Since World War II adult education in Scotland has been characterized by a gradual professionalization in many areas of adult educational practice, expansion and increasing heterogeneity of both vocational and nonvocational provision, further rationalization of vocational certification, and improved recognition of occupational qualifications. More recently, there has been a proliferation of experimental distance and modular learning systems. (MN)

ED 278 863 CE 046 426

Storlie, Rebecca; Park, Rosemarie

A Preliminary AVTI/Agency Cooperative Model for Serving the Needs of Dislocated Workers in Minnesota.

SPONS. AGENCY- Minnesota State Board of Vocational-Technical Education, St. Paul.
PUB DATE- 86
NOTE- 37p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Adult Education; Adult Programs; Agency Role; Career Counseling; Community Organizations; Cooperative Programs; Counselor Role; *Delivery Systems; *Dislocated Workers; Educational Finance; Educational Needs; *Employment Programs; Institutional Cooperation; Job Search Methods; *Job Training; *Models; Needs Assessment; Postsecondary Education; Program Development; Program Evaluation; Public Agencies; *Retraining; State Programs; Vocational Schools
IDENTIFIERS- *Area Vocational Technical Institutes; Minnesota

This document proposes an Area Vocational-Technical Institute (AVTI) based model for service delivery to dislocated workers in Minnesota. The need for such a model arises from the consistent duplication of problem-solving measures and service delivery statewide in attempting to solve the problems of various groups of dislocated workers. The model details agency linkages, funding sources, and educational and retraining considerations and incorporates a plan for comprehensive evaluation. The model flows from a precipitating event (plant closings, layoffs) to agency linkages that should include the local Private Industry Council, the State Department of Jobs and Training, local labor unions or organizations, and AVTI representatives. The next component addressed is funding sources, which would include federal Title III, local educational funds, corporate funds, tuition-reduction packages offered by local colleges, and State Department of Jobs and Training sources. The model then focuses on service delivery, components which include needs assessment, programs for upgrading basic educational skills, tailored retraining programs, vocational counseling/job search assistance, and personal counseling. Finally, suggestions for formative and summative evaluation are offered. Appendixes to the report list potential advisory network members, describe ongoing job training programs, and provide blank survey and interview forms for needed assessment, program planning, and evaluation. (KC)

ED 278 877 CG 019 655

Blai, Boris, Jr.
Accidents and Alcohol Abuse among Older Americans.
PUB DATE- 87
NOTE- 10p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTORS- *Accidents; Age Differences; *Aging (Individuals); *Alcoholism; *Older Adults; Rehabilitation
IDENTIFIERS- *Alcohol Abuse

Rising life expectancies, reductions in disease, and the ability of the elderly to care for themselves and cope with life stresses all attest to the fact that Americans are learning how to maintain and improve their health. However, experts have noted that greater knowledge about the health problems of the elderly is needed. The elderly are prone to more frequent and serious accidental injuries in later life. Conditions which make the elderly more vulnerable include: (1) diseases, medications, alcohol, and preoccupation with problems, all of which may result in drowsiness; (2) depression; (3) poor eyesight and hearing; and (4) arthritis, neurological diseases, and impaired coordination, which may impair balance. Accidents can be prevented by maintaining mental and physical health and conditioning and by using good safety habits. Elderly people may be particularly susceptible to alcoholism, even though until recently elderly problem drinkers have tended to be ignored. Alcohol and drugs may mix unfavorably, exaggerating or altering the response to these drugs, or intensifying the reaction to the alcohol. Older alcohol abusers have a particularly good chance of recovery because of their adherence to program requirements. Alcohol abusers can find assistance through a family doctor, clergyman, local health department or social service agency, or organizations such as Alcoholics Anonymous. Older alcoholics need arrangements for a recovery plan made for them as soon as the problem is recognized. (ABL)

ED 278 891 CG 019 669

Report and Recommendations on Adolescent Pregnancy in Mississippi.
Mississippi Governor's Office of Federal-State Programs, Jackson.

PUB DATE- Jul 86
NOTE- 37p.; Developed by the Adolescent Pregnancy Task Force.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - General (140)
DESCRIPTORS- *Adolescents; Community Role; *Early Parenthood; Education; Family Role; Health; High Risk Persons; *Human Services; Individual Needs; *Pregnancy; *Prevention; Social Support Groups; State Programs
IDENTIFIERS- *Mississippi

This document contains the conclusions and recommendations of a task force established to review the status of adolescent pregnancy and childbearing in Mississippi and to make recommendations for programs and policies that would serve to prevent or lessen the negative impact of adolescent pregnancy. The introduction of the report presents statistics on adolescent pregnancies nationally and in Mississippi. The next section examines the economic impact of teenage pregnancy. Task force findings and recommendations are provided in five sections: (1) family and youth awareness; (2) community awareness; (3) health; (4) education; and (5) support services. A summary notes that services currently offered to at-risk teenagers, pregnant teenagers, and parenting teenagers are inadequate and unevenly distributed in the state and that there is no network for existing programs to exchange information. The report calls for a core service support system which would work to identify at-risk adolescents; provide services to at-risk, pregnant, and parenting adolescents and their families; and provide complete services for life planning through a case management approach. Data tables illustrate the 1984 teenage pregnancy rate by county and provide information on low birth weight babies, out-of-wedlock births, prenatal care, and teenage births by age and race. (NB)

ED 278 906 CG 019 685

Divorce: The Impact on Children and Families. Hearing before the Select Committee on Children, Youth, and Families. House of Representatives, Ninety-Ninth Congress, Second Session (June 19, 1986).

Congress of the U.S., Washington, DC. House Select Committee on Children, Youth, and Families.

PUB DATE- 87

NOTE- 185p.; Portions of document contain small and/or marginally legible print.

AVAILABLE FROM- Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402.

LANGUAGE- English

EDRS Price - MF01/PC08 Plus Postage.

PUB TYPE- Legal/Legislative/Regulatory Materials (090)

DESCRIPTORS- Childhood Needs; *Children; *Divorce; Family Financial Resources; *Family Problems; Hearings; Interpersonal Relationship; *Parents; *Well Being

IDENTIFIERS- Congress 99th

This document contains witness testimonies and prepared statements from the Congressional hearing called to examine the impact of divorce on children and families. Opening statements are included from Congressmen George Miller, Dan Coats, and Thomas Bliley. Witnesses providing testimony include: (1) Laurie Dixon, managing editor of "The Pitch" and student at Walter Johnson High School in Bethesda, Maryland; (2) Judith S. Wallerstein, executive director of the Center for the Family in Transition, Corte Madera, California; (3) Gene H. Brody, codirector of the Program for the Study of Competence in Children and Families; (4) Neil Kalter, associate professor, Departments of Psychology and Psychiatry, University of Michigan, Ann Arbor; (5) Nancy D. Polikoff, director, Child Custody and Child Support Projects, Women's Legal Defense Fund; (6) David L. Levy, president, National Council for Children's Rights; (7) Lenore J. Weitzman, associate professor of sociology, Stanford University; (8) Severa Austin, director, Bureau of Human Resources, Department of Health and Social Services, Madison, Wisconsin; (9) Saul Hoffman, associate professor of economics, University of Delaware, Newark; and (10) H. Dale Keeton, president, The Family Institute, Ltd., The Vienna Family Therapy Center, Vienna, Virginia. Witnesses summarize factors affecting the well being of children in families experiencing divorce, including continuity of parenting; household reorganization; parental conflict or communications; shifting parental role models; multiple relocations; marked changes, usually losses, in financial resources; and unsteady educational or social opportunities for the children. Prepared statements, letters, and supplemental materials are included. (NB)

ED 278 921 CG 019 700

Implementation of the Mental Health Services Act--Public Law 98-621. Oversight Hearing before the Subcommittee on Fiscal Affairs and Health of the Committee on the District of Columbia. House of Representatives, Ninety-Ninth Congress, Second Session on the Assumption of Selected Functions, Programs, and Resources of St. Elizabeths Hospital by the District of Columbia.

Congress of the U.S., Washington, D.C. House Committee on the District of Columbia.

PUB DATE- 22 May 86

NOTE- 285p.; Serial No. 99-20.

AVAILABLE FROM- Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402.

LANGUAGE- English

EDRS Price - MF01/PC12 Plus Postage.

PUB TYPE- Legal/Legislative/Regulatory Materials (090)

DESCRIPTORS- *Federal Legislation; *Federal Regulation; *Government Role; Hearings; *Local Issues; *Mental Health

IDENTIFIERS- Congress 99th; *Saint Elizabeths and DC Mental Health Services Act; Saint Elizabeths Hospital DC

This document contains the text of a Congressional oversight hearing on Public Law 98-621, the St. Elizabeths Hospital and District of Columbia Mental Health Services Act, which became law in November 1984 and which transferred St. Elizabeths Hospital from federal control to that of the government of the District of Columbia. The text of Public Law 98-621 is included. An opening statement by Congressman Walter Fauntroy and a staff summary of findings and conclusions are given. Witnesses providing testimony include: (1) Wilford Forbush, director, Office of Management, Public Health Service, United States Department of Health and Human Services; (2) David Rivers, director, Department of Human Services, Government of the District of Columbia; (3) Virginia Fleming, director, Mental Health Systems Reorganization Office, Department of Human Services, Government of the District of Columbia; (4) Polly Shackleton, Council of the District of Columbia; (5) Steven Sharfstein, deputy medical director, American Psychiatric Association; (6) William Carr, District of Columbia Psychological Association and American Psychological Association; (7) Peggy Brown, legislative affairs specialist, American Federation of State, County, and Municipal Employees; (8) Leonard Stein, Dixon Implementation Monitoring Committee; and (9) Norman Rosenberg, director, Mental Health Law Project. Witnesses provide an oversight of the progress being made toward implementation of Public Law 98-621. Prepared statements are included from the National Federation for Biblio/Poetry Therapy, Physician's Association of St. Elizabeths Hospital, and the Medical Society of the District of Columbia. Other materials submitted for the record and

communications are provided. (NB)

ED 278 935 CG 019 715

Boyer, Susan P.; Sedlacek, William E.
Attitudes and Perceptions of Incoming International Students.
Maryland Univ., College Park. Counseling Center.
REPORT NO.- RR-4-86
PUB DATE- 86
NOTE- 22p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adjustment (to Environment); Career Counseling; *College Freshmen; *Foreign Students; Higher Education; *Occupational Aspiration; Perception; *School Counseling; Student Adjustment; *Student Attitudes; *Student Educational Objectives; Values

The number of international students attending universities in the United States has increased steadily over the last two decades. Although research has found international students to have strong academic skills, high educational aspirations, and positive attitudes toward their school, other studies have found international students to face many difficulties in their adjustment to higher education in the United States. A questionnaire was administered to 164 incoming international students at the University of Maryland at College Park (UMCP). Students responded to items pertaining to study habits, academic background, educational objectives, college expectations, work plans, vocational goals, and personal orientation, as well as to questions concerning attitudes toward seeking counseling. The results indicated that international students took their education quite seriously, valuing it both for the intrinsic reward of academic pursuit and for career-related reasons. They anticipated that the hardest part of adjusting to college would be meeting financial expenses, although the majority expected to fulfill graduation requirements and were pursuing or intended to pursue graduate or professional degrees. Most respondents expressed an interest in seeking educational/vocational counseling even though they felt certain about their vocational goals. Job experience was felt to have been the most influential factor in their own development, while providing an intellectual and social climate was considered to be the major function of UMCP. (Author/NB)

ED 278 949 CS 008 679

Ortiz, Rose
Imagery and Comprehension.
PUB DATE- 77
NOTE- 5p.; In: B. Zavatsky, Ed., and R. Padgett, Ed. The Whole Word Catalogue 2, McGraw-Hill, 1977. p26-29.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Higher Education; *Imagery; Instructional Effectiveness; Listening Skills; *Reading Comprehension; Reading Improvement; Reading Instruction; *Reading Skills; *Reading Strategies; *Visualization
IDENTIFIERS- Concentration

If people can evoke mental images when listening to a story, they can extend the process by turning words on a printed page into speech and evoke images for the "speech on the page." This is an exercise for reading comprehension that does not come naturally but can be worked on deliberately. A few moments of self-observation, when beginning to read a book or an article or when listening to someone talk about something that happened, may yield the awareness of how the first image comes. If teachers can focus on what they do when they read or when they listen to someone speak (because of the inextricable relationship between reading and speaking) and then transfer this into approaches to teaching reading, perhaps they would really help students to read with comprehension. At times problems arise when the material is presented in a style unfamiliar to the reader. In such cases, the grammatical constructions, because they are different from ones habitually used by the person when speaking, interfere with the evocation of images. In these cases students may need help acquiring experience either with subject matter, specialized vocabulary, or different language styles. (NKA)

ED 278 977 CS 008 715

Davison, Alice
Readability, and Questions of Textbook Difficulty. Reading Education Report No. 66.
Bolt, Beranek and Newman, Inc., Cambridge, Mass.; Illinois Univ., Urbana. Center for the Study of Reading.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- May 86
NOTE- 30p.
CONTRACT- 400-81-0030
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Basal Reading; Elementary Education; *Evaluation Criteria; Program Development; *Readability; Readability Formulas; Reading Instruction; Reading Programs; *Reading Research; Teacher Role; Textbook Content; *Textbooks; *Textbook Selection; Theory Practice Relationship

To assist textbook adoption committees in answering the questions that arise as they consider basal reading series, this paper provides a discussion of readability. Following a brief introduction, the second section of the paper offers a background discussion of what readability really means. In addition, this section looks at three factors to consider in judging the difficulty level of a book and discusses the various ways textbook difficulty can occur. The third section of the paper discusses the usefulness of readability formulas in evaluating textbook materials, concluding that they are most successful when applied to passages that are well-organized, appropriately written, and free of unusual vocabulary and sentence constructions. The fourth section of the paper explains what to look for in determining text difficulty and how to look for it. (FL)

ED 278 992 CS 210 175

Karolides, Nicholas J., Ed.
Composition: Units for Teaching.

Wisconsin Council of Teachers of English.
PUB DATE- Oct 82
NOTE- 28p.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Serials (022) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Book Reviews; Characterization; Creative Writing; *Curriculum Development; Elementary Secondary Education; Expository Writing; Higher Education; Interdisciplinary Approach; *Teaching Methods; Thematic Approach; *Writing Instruction

The articles in this journal issue present four methods for developing units in expository and creative writing instruction. The titles of the articles and their authors are as follows: (1) "A Writing Unit: Ten or Twenty Kids on Their 10-Speeds" (Joyce S. Steward); (2) "Great Painting, Great Writing" (Keith F. Voos); (3) "Building a Character: Fiction Writing and the Stanislavski Method" (David P. Brunet); and (4) "Developing a Composition Skills Curriculum Guide" (Karen Hirsch and Avril Font). Reviews of selected books for children, adolescents, and teachers are included. (HTH)

ED 279 022 CS 210 324

Sullivan, Francis J.
Negotiating Expectations: Writing and Reading Placement Tests.
PUB DATE- Mar 87
NOTE- 17p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (38th, Atlanta, GA, March 19-21, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Essays; Higher Education; Scoring; Student Evaluation; Student Placement; *Testing Problems; *Test Interpretation; Test Reliability; Test Results; *Test Validity; Test Wiseness; *Writing (Composition); *Writing Evaluation; Writing Processes
IDENTIFIERS- *English Placement Tests

Contradictions are inherent in the evaluation of placement test writing, contradictions that at once value and devalue writers and writing, readers and reading. In testing, the evidence for the essay's effectiveness rests almost entirely on the writer's choice of linguistic forms. The characteristics that distinguish evaluation in competency testing are (1) the final evaluation of what are, in effect, first drafts; (2) the use of those first drafts to assess both text quality and writer ability; and (3) the centrality of linguistic forms as evidence for both. These characteristics create complex dilemmas for writers and readers in negotiating appropriate placements. A taxonomy of new, inferable, and old information in noun phrases (developed by E. Prince) was used to evaluate essays written by 99 incoming students at Temple University (Pennsylvania). While analysis showed that the more complex forms of unused and of brand-new information influenced reader judgments significantly, these entities did not seem to function the way the taxonomy predicts, had writers and readers actually been cooperating with each other in the exchange of information. (A copy of the information taxonomy as well as samples of evaluated essays are included.) (NKA)

ED 279 036 CS 505 487

Ritchie, L. David
Of Time and the Media: Issues of Temporality in Communication Research.

PUB DATE- May 87
NOTE- 30p.; Paper presented at the Annual Meeting of the International Communication Association (37th, Montreal, Quebec, Canada, May 21-25, 1987).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Communication (Thought Transfer); Content Analysis; *Futures (of Society); Information Services; Interpersonal Communication; *Mass Media Effects; Social Theories; *Speech Communication; *Time Perspective
IDENTIFIERS- *Media Role; *Media Use

The role of temporality as a cognitive and cultural factor in communication processes has been largely neglected in communication research. However, it is possible to examine the representation of time on three levels: allocation of events or actions to categories (as in sacred time versus profane time), temporal orientation, and the content of past or future images. The content of mediated messages (e.g., television programs or novels) may readily be analyzed according to their temporal orientations; certain media may even tend toward one or another orientation. It might also be expected that various orientations would lead toward different kinds of information-seeking and processing behavior, as expressed both in media use and interpersonal communication. At the societal level, future-orientation is largely dominated by "futurology," the attempt to anticipate the future through projecting a continuation of present trends. The free imagination is given more play in science fiction, but usually only the technology is futuristic--the social structure tends to reflect a continuation of the status quo (nuclear family, democratic capitalism, etc.) Temporality may prove to be an important field of conflict between the individual and society: the role of the media in this conflict may be of considerable interest. (NKA)

ED 279 050 CS 505 521

Ambler, Bob
Communication Apprehension and People Orientations.
PUB DATE- Nov 86
NOTE- 13p.; Paper presented at the Annual Meeting of the Speech Communication Association (72nd, Chicago, IL, November 13-16, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Anxiety; *Communication Apprehension; *Communication Research; Higher Education; *Interpersonal Communication; Orientation; Program Effectiveness; Public Speaking; *Speech Instruction; Student Attitudes
IDENTIFIERS- FIRO B Scale; *People Orientation; Personal Record of Communication Apprehension 24

Assuming that different programs for communication apprehensive/avoidant students attract different types of students according to their needs and apprehension types, a study examined the relationship between communication apprehension (CA) and general people orientations, as measured by the Personal Record of Communication Apprehension-24 (PRCA-24) and by the Fundamental Interpersonal Relations Orientations-B (FIRO-B), respectively. The study predicted that apprehension about communicating in public speaking situations would demonstrate a larger association with control needs than would apprehension about communicating in dyadic situations. The association between CA for the dyadic subcomponent and inclusion needs was predicted to be greater than the comparable association of inclusion needs with the public speaking subcomponent of the PRCA-24. Subjects were students enrolled in sections of several different speech communication classes. Results indicated a small to moderate correlation between the PRCA-24 and five of the six scales of the FIRO-B, suggesting a modest relationship between CA and people orientations. The results do not appear to support previous explanations that students enrolled in a program developed for public speaking anxiety should be more distinguished by differences in control scores on the FIRO-B. In fact, the subcomponent of the PRCA-24 measuring public speaking apprehension was the context least associated with any of the scales of the FIRO-B. (Tables of data are included.) (Author/FL)

ED 279 063 EA 019 182

Teachers: Opinions and Status. ERS Educator Opinion Poll.
Educational Research Service, Arlington, Va.
PUB DATE- Dec 86
NOTE- 58p.; For 1985 poll, see ED 262 488.
AVAILABLE FROM- Publication Sales, Educational Research Service, Inc., 2000 Clarendon Boulevard, Arlington, VA 22201 (Stock No. 227-00008; $26.00 prepaid; postage and handling will be added to billed orders).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Research/Technical (143)
DESCRIPTORS- Elementary Secondary Education; *Interest Inventories; National Surveys; Opinions; Tables (Data); *Teacher Attitudes; Teacher Background; Teacher Characteristics; Teacher Salaries; Teacher Student Ratio; *Teaching (Occupation); Teaching Experience
IDENTIFIERS- *Opinion Polls

This 1986 poll of 1,176 U.S. public school teachers (K-12) selected at random elicited their views on ability grouping, grade standards for interscholastic sports, ideal class size, professional development opportunities, and preferences for programs to be funded. Status and experience questions covered topics such as current class size, number of years of teaching experience, annual salary, eligibility for merit pay, education, professional affiliations, and length of contract year. Descriptive information, including school enrollment, racial-ethnic mix of the student population, and availability of teacher aides were also included. Forty-six tables report teacher responses according to total responses, teaching grade level, sex, career plans, and age. A brief composite profile of teachers is given, indicating sexual majority of teachers, average age, average years teaching and at same school district, average working days per year, average annual salary, average percentage of time spent on instruction and planning, average class size, and career goals. Profiles of teachers at different grade levels are noted. A comparison of career and undecided teachers is presented, examining differences and similarities, and a technical note calls attention to the limitations of the data. (WTH)

ED 279 077 EA 019 199

Holmes, Dennis H.
A Study of the Intern-Mentor Program.
District of Columbia Public Schools, Washington, DC. Div. of Quality Assurance and Management Planning.
PUB DATE- Oct 86
NOTE- 53p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Administrator Role; Elementary Secondary Education; Inservice Teacher Education; *Internship Programs; Interpersonal Relationship; *Interprofessional Relationship; *Mentors; *Principals; *Program Implementation; Teacher Effectiveness; Teacher Evaluation; Teacher Improvement; *Teacher Interns; Teacher Supervision
IDENTIFIERS- District of Columbia; Intern Mentor Program

During the 1985-86 school year an Intern-Mentor Program was implemented in all four regions of the District of Columbia Public Schools by the Incentive Programs Office. This program, designed to improve the teaching performance of first-year, beginning teachers, involved 90 new teachers and 10 specially selected mentor teachers. Mentors provided intensive supervision, coaching, and assistance to their assigned interns during biweekly visits, which included classroom observations and discussions about planning, instruction, and classroom management. This document reports on a study of the first year of the program's operation. Areas reported include the frequency and nature of the contacts between interns and mentors, collaborative roles played by principals, and the processes used by mentors to evaluate the instructional skills of the interns. Study findings indicate that, despite a few start-up problems (outlined in the report), the Intern-Mentor Program is an effective method of inducting beginning teachers into the school system. Much of the credit for the success of the program is due to the mentor teachers. Thirteen recommendations for increasing the program's effectiveness and efficiency focus on increasing the collaborative roles of mentors and principals, developing an Intern-Mentor handbook, decreasing the mentor-intern ratio, providing more preservice training to mentors, and other provisions designed to strengthen the mentor role and to attract and retain high quality intern teachers. (IW)

ED 279 115 EC 191 736

Leach, Lynda Nash; Harmon, Adrienne Seccia

Annotated Bibliography on Transition from School to Work. Volume 1.

Illinois Univ., Champaign. Secondary Transition Intervention Effectiveness Inst.
SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC.
PUB DATE- 86
NOTE- 284p.; For related documents, see EC 191 737-746.
CONTRACT- 300-85-0160
LANGUAGE- English
EDRS Price - MF01/PC12 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; Career Counseling; *Career Education; Community Resources; *Disabilities; *Education Work Relationship; *Employment Programs; Job Placement; Job Training; Postsecondary Education; Secondary Education; *Transitional Programs; *Vocational Adjustment; Vocational Education; Vocational Evaluation; Vocational Rehabilitation
IDENTIFIERS- Supported Work Programs

This 431-citation annotated bibliography, which is part of a series, contains research studies, journal articles, brochures, program and project descriptions, presentations and speeches, monographs, books, and other documents (most written after 1978) on topics concerned with school-to-work transition and evaluation of disabled youth. Areas covered include: attitudes toward employment of the disabled; career guidance; community integration; competitive employment; federal legislation; independent living; interagency cooperation; job placement; model programs; program evaluation; rehabilitation counseling; transition models; vocational education and evaluation; and vocational rehabilitation and training. Each citation includes the author, date written, title, journal, and publisher; subjects; and an abstract. Author, subject, and title indexes are included. Another index lists all of the products from specific projects, such as the Handicapped Children's Model Programs: Youth Employment Projects and there is also a list of projects funded by the Office of Special Education and Rehabilitation Services. (CB)

ED 279 128 EC 191 757

Mank, David M.; Horner, Robert H.
Self-Recruited Feedback: A Cost-Effective Procedure for Maintaining Behavior.
Oregon Univ., Eugene.
PUB DATE- Sep 85
NOTE- 47p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Behavior Chaining; Contingency Management; *Feedback; Individualized Education Programs; Job Performance; Job Skills; Job Training; *Maintenance; Productivity; Reinforcement; Secondary Education; Self Control; Self Evaluation (Individuals); *Severe Mental Retardation; *Vocational Education; Young Adults
IDENTIFIERS- *Maintenance Behavior

The maintenance of learned behavior is a problem frequently faced by teachers of persons with severe disabilities. The study examined the use of a self-management procedure to improve and maintain the work performance of 6 young adults (ages 18-20) with severe retardation in integrated job settings. Students were taught to self-monitor their work rate on job tasks in a restaurant setting, evaluate daily performance against criterion, and recruit contingent feedback from supervisors. A multiple baseline design across subjects, and two within-series reversals, indicated a functional relationship between self-recruited feedback and maintenance of improved work rate. Self-monitoring of work rate alone was not a consistently effective maintenance strategy. Results are discussed in terms of the need for a comprehensive technology of maintenance that requires a low response cost to apply over long periods of time. A 52-item reference list is appended. (Author)

ED 278 848 CE 046 397

The Governance of Vocational Education. A Choice for Florida.
Florida State Council on Vocational Education, Tallahassee.
PUB DATE- Dec 86
NOTE- 15p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Administrative Organization; Adult Education; Community Colleges; *Educational Planning; Educational Policy; Educational Trends; Futures (of Society); *Governance; Government School Relationship; *Policy Formation; Postsecondary Education; State Boards of Education; *Statewide Planning; Two Year Colleges; *Vocational Education; Vocational Schools
IDENTIFIERS- *Florida

The issue of governance has been an area of continuing concern among vocational educators at the federal, state, and local levels for the past two decades. Since the Vocational Education Act of 1963 called for the creation of a single state agency to administer or supervise the operation of vocational education programs, local, state, and federal agencies have struggled with the implementation of that mandate. Today, the governance of vocational agencies in the states has been classified as of four types. Florida has the type designated as "Type A"--one agency for all levels of instruction. However, the actual operation of vocational education programs is an enterprise in which local, regional, and state governments participate. In order to determine the best way to improve Florida's vocational education governance, governance issues were examined in the light of the requirements of the federal mandate and intent, in the light of the experience of other states, and in the light of scholarly insight. The results of studies examined suggest that vocational education in Florida would not be enhanced if it were administered through community colleges, nor is the present system in which postsecondary education is lumped with secondary vocational education and other educational programs optimal. A third possibility, therefore, should be considered. Drawing from the system found in Hawaii, a case can be made for coordination from the top. Vocational education in Florida could benefit from a single highly placed officer (deputy commissioner of education) who would oversee the operation of the Division of Vocational, Adult, and Community Education to benefit the entire state. Continued use of Regional Coordinating Councils is also recommended. (KC)

ED 278 963 CS 008 697

Gentner, Dedre
Evidence for a Structure-Mapping Theory of Analogy and Metaphor.
Illinois Univ., Urbana. Dept. of Computer Science.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.; Office of Naval Research, Arlington, Va. Personnel and Training Research Programs Office.
REPORT NO.- UILU-ENG-86-1781; UIUCDCS-R-86-1316
PUB DATE- Dec 86
NOTE- 75p.
CONTRACT- N00014-85-K-0559 400-80-0031
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Cognitive Processes; *Educational Theories; Figurative Language; Higher Education; *Language Usage; *Metaphors; Predictive Validity; *Reading Research; Structural Analysis (Linguistics)
IDENTIFIERS- *Analogies; *Structure Mapping

Structure mapping theory is a way of characterizing analogies and certain classes of metaphors. The central claim of this paper is that all analogies and many metaphors are fundamentally devices for mapping relational structures from one domain to another. This theory differs from other theories in postulating that the interpretation rules for analogies and relational metaphors are based on predicate structure rather than on feature salience or mental distance. Two experiments tested the interpretive predictions of the structure mapping theory as well as those derivable from A. Ortony's salience imbalance theory of metaphor. Subjects, college students, were asked to interpret metaphors and rate their aptness and "metaphoricity," after first writing out descriptions of all the object terms used in the metaphors. Results supported the structure mapping theory of metaphor. Specifically, the experiments revealed that: (1) metaphor interpretations were more relational than the object descriptions on which they were based, suggesting that the subjects found metaphors more apt to the extent that they could find a relational system to map from base to target object; and (2) adult subjects produced structural interpretations of metaphorical comparisons when possible and judged the aptness of the metaphors according to their relationality, suggesting that metaphoric development can be described as the gradual development of relational focus. (A seven-page reference list is included.) (FL)

ED 279 008 CS 210 296

Smagorinsky, Peter; And Others
Explorations: Introductory Activities for Literature and Composition, 7-12.
ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.; National Council of Teachers of English, Urbana, Ill.

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
REPORT NO.- ISBN-0-8141-1661-2
PUB DATE- 87
NOTE- 55p.; TRIP: Theory & Research into Practice Series.
CONTRACT- 400-86-0045
AVAILABLE FROM- National Council of Teachers of English, 1111 Kenyon Rd., Urbana, IL 61801 (Stock No. 16612, $5.75 member, $7.50 nonmember).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Class Activities; Cognitive Processes; *Learning Processes; *Literature Appreciation; Prior Learning; *Reading Comprehension; Reading Processes; *Reading Writing Relationship; Schemata (Cognition); Secondary Education; *Teaching Methods; Theory Practice Relationship; Writing Exercises; *Writing Instruction; Writing Processes; Writing Skills

Noting that teachers sometimes fail to draw on students' prior knowledge, this guide focuses on helping teachers both to think about the cognitive processes involved in learning and to design activities that provide students with a solid introduction to various learning tasks. The first section briefly discusses current theory and research in secondary literature and composition as they relate to learning processes. The second section contains four parts and comprises the bulk of the document. The first part describes reading comprehension activities intended to spark students' interest while enhancing their reading comprehension of various types of frequently taught literature. These activities include opinionnaires, scenario-based activities, studying cases, and role playing simulations. The second and third parts present a series of high-interest, introductory writing activities concerning particular rhetorical concepts, which are introduced in terms familiar to students from their past experiences. In addition, ways in which teachers can use these activities as a first step in developing students' writing abilities are examined. The final part discusses reading comprehension activities that promote writing ability and how teachers can prepare students to think and write about issues raised in literary texts. Appendixes include various opinionnaires, worksheets, case studies, and supplemental materials pertinent to the activities presented. (JD)

ED 279 090 EA 019 213

Ekholm, Mats; And Others
Studies of the Innovation Process in Compulsory School.
National Swedish Board of Education, Stockholm.
PUB DATE- Nov 86
NOTE- 15p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022) Reports - Research/Technical (143)
DESCRIPTORS- Behavior Standards; Decision Making; Educational Development; *Educational Environment; *Educational Innovation; Elementary Secondary Education; Foreign Countries; Instructional Improvement; Interdisciplinary Approach; Longitudinal Studies; Organizational Climate; Organizational Theories; Research Methodology; Research Projects; *School Organization; School Surveys; Social Behavior; *Social Science Research; Social Theories; *Student Attitudes; Student School Relationship; *Teacher Attitudes; Teacher Student Relationship
IDENTIFIERS- *Sweden

This monograph presents an overview of reports from a 4-year intensive research study of internal life among 3 Swedish compulsory schools and includes discussion of a 10-year follow-up study of 12 senior-level compulsory schools. The 4-year project sought to understand innovative processes, but because few innovations were observed, research centered on identification of organizational factors that either support or frustrate development. Information was collected through interviews, informal talks, observations, and questionnaires. The sociopsychological, "multi-method" approach examined change at the schools' local organizational level. Researchers found little development, though numerous changes had been proposed. Investigation shifted to the influence of school norms upon decisionmaking. Project reports make conclusions concerning implementation of improvements. Survival of improvements depends upon effective design of decisionmaking, actor participation, and systematically planned innovations. An ongoing follow-up study of climate in 12 senior-level schools between 1969-79 indicates tentative conclusions, including the observation that teacher-pupil opinions about each other remain unaltered. Differences in attitudes and behaviors between boys and girls have generally persisted, which also has occurred among social classes. Principle findings are provided in two concluding pages of references. (CJH)

ED 279 141 EC 192 103

McGlothlin, Jane
Special Education in a Small School District: Past, Present, and Future.
PUB DATE- 87
NOTE- 21p.; In: The Future of Special Education: Proceedings of the Council for Exceptional Children Symposium (Lake Geneva, Wisconsin, May 1986); see ED 276 245.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Disabilities; Educational Needs; *Educational Trends; Elementary Secondary Education; Federal Legislation; Futures (of Society); *Gifted; Mild Disabilities; Remedial Instruction; *School District Size; *Special Education; *Trend Analysis
IDENTIFIERS- Arizona; Education for All Handicapped Children Act

Based on the experiences of an administrator of a small Arizona school district, the paper addresses significant forces within special education in the past decade and future challenges. Past forces included: a drive for services by parents and others who defined handicapped children by their particular defects, thus forcing a categorical approach on special education; the federal mandate of the Education for All Handicapped Children Act; a crusading zeal among parents and newly trained professionals; the search for a viable special education technology; and limitations of financial resources. The Kyrene, Arizona, school district and other small districts have responded to these forces in such ways as use of cross-categorical resource rooms to serve the mildly handicapped, enrichment pullout programs for the gifted, and a movement toward increased definition of special education as a data based field capable of accomplishing learning among the hard to teach students. Increasing scrutiny of special education has provided little data demonstrating the effectiveness of defect remediation methodologies or of categorical pullout programs. Current trends include fading of the boundaries between special and regular education, an emphasis on effective instruction and schools, and continuing financial limitations. Among future needs of the field are change from within, education of parents and allied professionals, more concern with cost effectiveness, changes in service delivery, and changes in curriculum. (DB)

ED 278 978 CS 008 716

Meyer, Linda A.; And Others

Children's Comprehension of, Reactions to, and Preferences for Basal Reader Stories of Varying Comprehensibility. Technical Report No. 378.

Bolt, Beranek and Newman, Inc., Cambridge, Mass.; Illinois Univ., Urbana. Center for the Study of Reading.

SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Apr 86
NOTE- 57p.
CONTRACT- 400-81-0030
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Basal Reading; *Childhood Attitudes; *Coherence; Content Analysis; Grade 2; Oral Reading; Primary Education; Program Effectiveness; *Reader Response; *Reader Text Relationship; Reading Attitudes; *Reading Comprehension; *Reading Research

A study examined children's comprehension of and preferences for basal reader stories with differing levels of coherence. The subjects were 58 second grade students who each read orally three stories judged to differ substantially on the number of incoherences in the text. Incoherences were defined as confusing referents, unclear relationships between events, and words or phrases likely to be beyond the children's background knowledge. Analyses of measures of reading accuracy, text-based comprehension, summaries, and explanations showed that the children consistently performed more successfully on the story with the fewest incoherences. They also chose that story as the one they preferred to read, although more than half changed their minds on the two occasions when they were asked their preferences. (Extensive tables of data are appended.) (FL)

ED 278 993 CS 210 176

Karolides, Nicholas J., Ed.
Renewing Literary Classics.
Wisconsin Council of Teachers of English.
PUB DATE- Jan 83
NOTE- 28p.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Serials (022) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Adolescents; Book Reviews; Childrens Literature; Elementary Secondary Education; English Instruction; *Literary Criticism; *Literature Appreciation; Reading Material Selection; Role Playing; Storytelling; *Teaching Methods
IDENTIFIERS- Nursery Rhymes

The articles in this journal issue suggest techniques for classroom use of literature that has "withstood the test of time." The titles of the articles and their authors are as follows: (1) "The Storytelling Connection for the Classics" (Mary Ellen Martin); (2) "Elizabeth Bennet: A Liberated Woman" (Geneva Marking); (3) "Hawthorne: A Study in Adolescent Psychology" (Richard Hansen); (4) "A Word for Our Students, or 'Nothing So Dates a Man as to Decry the Younger Generation'" (William T. Lawlor); (5) "Given the Choice, Whom Would You Invite to Dinner?" (Patricia Santilli); and (6) "Give All Ages a Look at a Mother Goose Book!" (Valerie Sheppard). Reviews of selected books for teachers are included. (HTH)

ED 279 037 CS 505 489

Metallinos, Nikos
Computerized Television: New Developments in Television Production Techniques.
PUB DATE- Jun 87
NOTE- 25p.; Paper presented at the Symposium on Verbal Visual Literacy: Research and Theory (Stockholm, Sweden, June 10-13, 1987).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Audience Analysis; *Communications; *Mass Media Effects; *Production Techniques; *Technological Advancement; *Television; *Television Viewing; Visual Literacy
IDENTIFIERS- *Computerized Television

Based on the notion that technological and artistic developments in the area of television production affect viewers' comprehension and appreciation of televised programs, this essay examines the impact of telecommunication advances on the industry. The first section briefly considers the technological advances of the last decade in major TV production units such as cameras, lights, audio, switchers and recorders, 3-D video, cable TV, and direct satellite broadcasting. The second section discusses the application of these technologies to such key TV programming formats as newscasts, music videos, and interview or talk shows. Potential covert effects of such programs are discussed in terms of viewers' total awareness, comprehension, and appreciation of the programs' visual content when these technologies are overused. The third section provides information on future directions in TV production hardware development, underlining the potential consequences developments might have on information and entertainment programs. Finally, this section suggests that publication of scientific research on television production related variables and the direct involvement of academicians in the television industry might help researchers better to understand and control future trends in television production development. Three pages of references are included. (JD)

ED 279 102 EA 019 226

Daresh, John C.
Principals' Perceptions of the Quality of Alternative Administrative Inservice Models.

PUB DATE- Oct 86
NOTE- 13p.; Paper presented at the Annual Meeting of the Mid-Western Educational Research Association (Chicago, IL, October 16-18, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Administrator Attitudes; Elementary Secondary Education; *Information Networks; *Inservice Education; Institutes (Training Programs); *Management Development; *Principals; Professional Continuing Education; Program Evaluation; Workshops
IDENTIFIERS- Collegiality

Since principals play an important role in fostering effective educational programs, they have a genuine need for increased professional development opportunities. Five models for administrator inservice education are described, including courses for academic credit, workshops and seminars (institutes) sponsored by professional associations or state education agencies, organized inservice programs, and informal networking. Little is known about administrators' actual participation in these activities or the value attached to each approach. This paper describes a recent study in which principals evaluated their inservice learning experiences. Survey questionnaires were sent to a random sample of elementary and secondary principals in a midwestern state. The response rate was 77 percent. The most frequently used administrator inservice model was the short-term institute sponsored by a professional association. However, principals viewed networking as the most effective all-around approach to inservice education. They also appreciated variety. These findings suggest a need for numerous improvements in designing and implementing professional development programs. Certainly, additional networking opportunities need to be provided, particularly those stressing collegiality, practicality, and administrators' own contributions. (MLH)

ED 278 769 CE 045 007

Powell, L. S.
A Guide to the Use of Visual Aids. Fourth Edition.
British Association for Commercial and Industrial Education, London (England).
REPORT NO.- ISBN-85171-069-7
PUB DATE- May 81
NOTE- 41p.
AVAILABLE FROM- British Association for Commercial and Industrial Education, 16 Park Crescent, London, Ergland W1N AP(4.30 pounds).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Adult Education; *Classroom Techniques; Closed Circuit Television; *Educational Equipment; *Educational Media; Equipment Utilization; Foreign Countries; *Instructional Materials; *Material Development; Postsecondary Education; Training Methods; *Visual Aids

This guide, which is profusely illustrated with line drawings and diagrams, is intended to help teachers and trainers understand what different types of visual aids are available and how to make and use them effectively. Discussed in the introduction are general principles of training, teaching, communication, and methods. Covered next are general and special aspects of using aids effectively. Various types of aids are examined, including chalkboards, felt boards, photographs, charts and diagrams, diascopes, overhead projectors, filmstrips, films, loop films, closed-circuit television, models, and screens. Guidelines for indexing and preserving material and for organizing a learning resource center are presented. Described in a chapter on making aids are procedures for making various equipment, models, charts, felt boards, plastigraph, magnetic boards, slides, overhead projector illustrations, filmstrips, and 8-millimeter film loops. Lists of recommended materials, useful addresses, and suggestions for further reading conclude the guide. (MN)

ED 278 782 CE 046 116

Developing an Employee Volunteer Literacy Program. BCEL Bulletin. Issue No. 1.

Business Council for Effective Literacy, New York, NY.

PUB DATE- Sep 86
NOTE- 13p.
AVAILABLE FROM- Business Council for Effective Literacy, 1221 Avenue of the Americas, New York, NY 10010 ($.25).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Collected Works - Serials (022)
DESCRIPTORS- *Adult Literacy; Community Programs; Cooperative Programs; Coordination; *Employee Assistance Programs; *Employer Employee Relationship; *Literacy Education; Models; Needs Assessment; Program Design; *Program Development; Recruitment; Resource Allocation; Resources; *Volunteers

This bulletin aims to provide guidance to business companies in developing an employee volunteer literacy program in which employees volunteer their time to assist in such aspects of community adult literacy campaigns as advocacy, public relations, fundraising, community leadership, and tutoring. A section on assessing local community needs discusses eight sources of assistance in locating information about local needs, and suggests specific questions the company should explore, such as capacities in which volunteers are needed and can work in local programs, staff and physical resources needed, local approaches to volunteer management, and the experience of other companies involved in adult literacy programming in the community. Ten questions to consider in evaluating individual company resources are provided in the next section. The third section, which is intended to illustrate some successful program models, describes selected on-site tutoring projects (sponsored by New York Life and McGraw-Hill), off-site projects (Grumman Corporation and Colonial Bank of Connecticut), and recruitment-only projects (Rohm and Haas and Sperry Corporation). Discussed in a section on program design are day-to-day management, facility selection, ways of supporting volunteers, recruitment and referral, tutor training, training materials, student recruitment, and diagnosis and assessment. The importance of strong, visible, and continued support from top management and interested and qualified staff to coordinate and monitor the program is stressed. A discussion of the benefits to a company to be derived from organizing an employee volunteer program concludes the guide. (MN)

ED 278 822 CE 046 352

Keepers of the Land. An Agricultural Curriculum for Kindergarten-Sixth Grade.

South Carolina State Dept. of Education, Columbia. Office of General Education.

PUB DATE- 86
NOTE- 257p.; Document is printed on colored paper.
LANGUAGE- English

EDRS Price - MF01/PC11 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Agricultural Education; *Agriculture; Behavioral Objectives; Classroom Techniques; Elementary Education; *Farmers; Farm Management; *Integrated Curriculum; *Learning Activities; Lesson Plans; Marketing; *State Programs; Teaching Methods; Transparencies; Units of Study
IDENTIFIERS- *South Carolina

This agricultural curriculum is designed to supplement and enrich the regular elementary curriculum. The program teaches important agricultural concepts through traditional subject areas. Twelve units are provided for each grade level K-6. Each unit is correlated to one or more instructional areas: art, career education, environmental education, health, mathematics, music, language arts, physical education, science, and social studies. Each unit also identifies an agricultural concept and a specific objective related to that concept. Four sets of agricultural concepts are addressed: origin, the sources of food and fiber; need, the necessity for a particular product; management, the operation of a farm; and marketing, the buying and selling of agricultural products. An introduction, a variety of learning activities, and a culminating activity (summary) offer learning experiences for students. Also provided are materials needed and possible resources, including transparency masters. (KC)

Pilley, Chris, Ed.

Women and Computing in Scotland. A Conference Held at the University of Strathclyde (Strathclyde, Scotland, June 14, 1985).

Scottish Inst. of Adult and Continuing Education, Edinburgh (Scotland).
REPORT NO.- ISBN-0-903647-12-5
PUB DATE- 14 Jun 85
NOTE- 44p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Reports - Descriptive (Program/Project Descriptions) (141) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Adult Education; Broadcast Television; *Change Strategies; Community Education; *Computer Science Education; Continuing Education; Educational Opportunities; Educational Television; Enrollment; *Females; Foreign Countries; Higher Education; *Nontraditional Education; Postsecondary Education; Sex Fairness; *Womens Education
IDENTIFIERS- *England; *Scotland

These proceedings contain a series of papers focusing on the fact that women in Scotland and England are significantly underrepresented in learning about and working with computers and suggesting ways of remedying the situation. The volume begins with an introduction by Elisabeth Gerver and a foreword by Margaret Boden. The following conference reports are included: "Where Are We Now," by Angela Bowey; "Survey of Computer-Related Courses in Scottish Central Institutions, Colleges, and Universities," by Kay Henning; "Women, Computers, and Adult Education," by Elisabeth Gerver; "Positive Action in England," by Wendy Miller; and "Positive Action in Scotland," by Gillian Skirrow. Also included are brief workshop reports on the following topics: work training, further education, higher education, community education, and broadcasting. An overview of the main issues raised by the conference participants is also included. Appendixes include a survey of gender composition in computer-related courses in Scottish colleges, universities, and central institutions; the seminar program; a list of participants; and a membership listing of the joint working group on women and computers. (MN)

ED 278 864 CE 046 428

Terry, Tom
Performance-Based Education (PBE) Curriculum. Final Report.
Alabama State Dept. of Education, Montgomery.
PUB DATE- 86
NOTE- 129p.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Colleges; *Competency Based Education; Management Systems; Postsecondary Education; Program Administration; Program Design; *Program Development; Program Evaluation; Program Implementation; Staff Development; Student Evaluation; *Technical Education

This report presents many of the typical questions with which college deans of instruction will be confronted in planning a competency-based technical education (CBTE) system. Under each of 10 major questions that explore the issues of CBTE, a number of more specific questions are listed. The 10 major questions concern the overall approach, program structure, student outcomes, provision of instruction, adaptation of physical facilities, management system, student evaluation, program reporting and documentation, program evaluation and improvement, and personnel training. An outline of those major and specific questions follows. In section 2 of the report, various alternative answers to each specific question are presented which are intended to be representative of the various options typically available to college deans. Comments are included for each answer. They may cite advantages and disadvantages of the option, cautions, and general considerations in evaluating particular alternatives being considered. In the third part of the report, information and materials are provided for planning a specific CBTE program. Planning forms and instructions for completing them are included. A short term plan of action with activities and timelines for implementing CBTE concludes the document. (YLB)

ED 278 878 CG 019 656

Ihinger-Tallman, Marilyn
Sibling and Stepsibling Bonding in Stepfamilies.
PUB DATE- Nov 86
NOTE- 39p.; Paper presented at the Annual Conference of the National Council on Family Relations (Dearborn, MI, November 3-7, 1986).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adolescents; *Attachment Behavior; Children; Divorce; *Family Relationship; Family Structure; Interpersonal Relationship; Parents; *Remarriage; *Siblings; Social Theories; *Stepfamily

Bronfenbrenner's ecological model--consisting of the microsystem (setting in which the child experiences reality), the mesosystem (relationships between settings), the exosystem (situations impacting the child's development), and the larger, encompassing macrosystem--serves as the basis for a theory of sibling and stepsibling bonding. Although attention focuses on the microsystem level, the theory accounts for the mesosystem, exosystem, and macrosystem. Mesosystem functions include quasi-kin relationships and home-"other" parents' home relationship. Exosystem influences include the legal system on custody and visitation; macrosystem influences deal with accepting or unaccepting environments. Parental divorce jeopardizes established family behavior patterns. After divorce, adjustments must be made. Because parenting under these situations will become less adequate, an opportunity exists for sibling bonds to become more intense. This theory attempts to explain the conditions under which children develop bonds with stepsiblings when their parents remarry, or conversely, why stepsibling bonding is inhibited after remarriage. How children build attachments to new stepparents and bond with the strangers who become their brothers and sisters are critical factors in the successful functioning and longevity of the remarriage. Six pages of references are provided. (ABL)

ED 278 892 CG 019 670

Sarvela, Paul D.; McClendon, E. J.
Early Adolescent Alcohol Abuse in Rural Northern Michigan.
PUB DATE- 87
NOTE- 14p.; Paper presented at the Annual Meeting of the American Alliance for Health, Physical Education, Recreation, and Dance (Las Vegas, NV, April 13-17, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adolescents; *Age Differences; Alcoholic Beverages; *Drinking; Elementary Education; *Middle Schools; *Rural Youth; *Sex Differences; Trend Analysis
IDENTIFIERS- *Alcohol Abuse; Michigan

It is important to study youth abusive drinking patterns because adolescent abusive drinking has been linked to several behavioral and sociological problems. Few studies, however, have examined early adolescent alcohol abuse or have addressed the problem of abusive drinking among rural area youth. A study was conducted to assess the extent to which alcohol-related abusive behavior occurred in a rural, middle school population. Data concerning several alcohol abuse behaviors were collected from 181 middle school students in Michigan's Upper Peninsula during May, 1982. The data suggest that a number of abusive alcohol-related behaviors are present in this population. Alcohol misuse appeared to increase significantly with age and to increase at rates well above national averages. Reported cases of alcohol-induced illness and intoxication increased significantly as grade level increased; no significant differences were found between male and female responses. While the number of respondents expressing guilt after drinking increased significantly with age, females reported significantly higher rates of post-drinking guilt than did males. These findings suggest that there is an extremely high prevalence rate of alcohol misuse among young adolescents in northern Michigan. Health education alcohol use prevention programs should be developed to address these problems, and should be implemented no later than the sixth grade. (NB)

ED 278 936 CG 019 716

Boyd, Vivian; And Others
Audio-Tutorial Tapes as Aids to College Chemistry Pre-Registrants: A Pilot Study.
Maryland Univ., College Park. Counseling Center.
REPORT NO.- RR-6-86
PUB DATE- 86
NOTE- 10p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; *Audiotape Recordings; *Chemistry; *College Students; Higher Education; *Refresher Courses; Review (Reexamination); *Science Instruction; Student Motivation; Student Participation; Teaching Methods; Tutorial Programs

Between 40% and 50% of Chemistry 103 registrants at the University of Maryland at College Park earn D, F, or W grades. Registrants for Chemistry 103 were randomly selected to participate in a pre-course refresher consisting of listening to as many as seven audio-tutorial tapes on the basic concepts and calculations of chemistry. Records were kept of who listened to tapes and how many tapes each student requested. Chemistry 103 final grades were examined for three groups: (1) students (N=13) who listened to at least one tape (users); (2) students (N=34) who were asked to participate but who chose not to listen to tapes (nonusers); and (3) a nontreatment comparison group (N=49). The results revealed that 64% of users earned a final grade of A or B or C while only 45% of nonusers and comparisons received at least a C grade; the difference was not statistically significant. There were no differences among groups in terms of academic persistence. These findings support further study of the use of audio-tutorial tapes on the basic concepts of chemistry prior to taking the chemistry course as an effective way to help students do well in chemistry. The fact that students who chose to use the tapes also earned higher grades in other courses, however, suggests that motivation and academic ability may account for performance differences in Chemistry 103. (Author/NB)

ED 278 950 CS 008 680

Parsons, Jim
Thoughts about Reading by a Non-Specialist.

PUB DATE- 78
NOTE- 45p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Educational Philosophy; Elementary Education; *Holistic Approach; Literature Appreciation; *Reader Text Relationship; Reading Attitudes; *Reading Comprehension; *Reading Instruction; *Reading Processes; Reading Skills; Student Educational Objectives; Teaching Methods

Narrowly defining reading as a list of skills dealing with word attack and letter sounds is potentially crippling to readers, because it limits the instruction provided by those who write literature--authors, who, in creating text, create meaning. The nature of reading instruction should not structure the ways human beings come to deal with literature; rather, the purposes arrived at when dealing with literature should form the basis of reading instruction. The qestion of why one reads is more important than the question of how one reads. When reading, people choose, in more conscious ways, those aspects of their personal lives that they will let help structure the meanings of the reading experience. This focus on the interaction between reader and text is crucial, for without such interaction there could be no transfer of meaning. Reading is a constructive process in which the reader builds the author's structure, or at least a personal version of it. An overemphasis on diagnostics and prescription leads to the view of individuals as machines whose parts need to be repaired or replaced, and to overuse of skill-sequence exercises that do not really teach children how to read. Teaching mastery of separate skills should thus be only an aid to better reading, and not an end unto itself. (NKA)

ED 279 023 CS 210 326

Donlan, Dan; Andreatta, Sylvia
Determining the Independence of Dispositional and Situational Writing Apprehension.
PUB DATE- Mar 87
NOTE- 15p.; Paper presented at the Annual Meeting of the National Council of Teachers of English Spring Conference (6th, Louisville, KY, March 26-28, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; *Behavior Patterns; *Classroom Environment; Intervention; Secondary Education; Stress Variables; Student Attitudes; *Student Behavior; *Writing Apprehension; *Writing Instruction; *Writing Research

To determine whether teacher intervention in the form of experimentally manipulated variables would significantly change the level of students' dispositional writing apprehension, a study evaluated the effects of two classroom interventions--one apprehension-producing (AP) and one apprehension-reducing (AR). Four situational variables were manipulated to construct the respective classroom environments--conspicuousness, evaluation, novelty, and ambiguity. Subjects, 321 secondary students divided into two groups, completed six writing assignments over a six week period under one of the two conditions. Subjects also completed a pre- and posttest of writing apprehension. It was hypothesized that the (1) growth scores in the AP group would be significantly different from those in the AR group, (2) number of students experiencing decreased dispositional apprehension would be significantly higher in the AR group than in the AP group, and (3) number of students experiencing an increase in dispositional apprehension would be significantly higher in the AP group than in the AR group. Statistical analysis confirmed all three hypotheses, supporting the assertion that dispositional and situational writing apprehension are independent concepts. Findings suggested that teacher intervention in the form of either increased or decreased apprehension levels in the classroom would have little effect on dispositional apprehension. (JD)

ED 279 078 EA 019 200

Psacharopoulos, George
Why Educational Reforms Fail: A Comparative Analysis. Draft 2.
PUB DATE- Mar 87
NOTE- 28p.; Paper presented at the Annual Meeting of the Comparative and International Education Society (Washington, DC, March 12-15, 1987).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Comparative Education; *Developing Nations; *Educational Change; *Educational Policy; Educational Principles; Elementary Secondary Education; *Failure; Foreign Countries; Higher Education; *Policy Formation; Politics of Education; Program Effectiveness; Program Implementation; Vocational Education
IDENTIFIERS- *Africa; Botswana; Ethiopia; Kenya; Lesotho; Swaziland; Tanzania; Uganda; UNESCO; Zambia

This paper presents an overview of educational policymaking in several developing countries in Africa by (1) examining the nature of various educational policies in these countries; (2) drawing comparative generalizations from the outcomes of the objectives of these policies; and (3) recommending ways to avoid the failure of educational reforms. Major educational policies in developing African nations have included the following: (1) primary education policies (increased coverage, quality improvement, and combining education with production); (2) secondary education policies (curriculum divsersification, technical and vocational education, and better links to employment); (3) vocational education policies; (4) higher education policies; and (5) other policies (including national unity, political ideology, financing, and regulation). Judging from the past record of educational policymaking in Africa, three main reasons emerge for the failure of many reforms to materialize. These reasons are: lack of implementation of the intended policy; partial implementation (including social rejection or the neglect of prerequisite factors); and implementation of unrealistic policies. To avoid past pitfalls, future policy statements should be concrete and feasible in terms of objectives, and the substance of a policy should be based on research-proved cause-effect relationships, rather than on goodwill intuition. Two tables are included, and two pages of references are appended. (IW)

ED 279 116 EC 191 737

Stake, Robert E.

Issues in Research on Evaluation: Improving the Study of Transition Programs for Adolescents with Handicaps.

Illinois Univ., Champaign. Secondary Transition Intervention Effectiveness Inst.

SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC.

PUB DATE- 86

NOTE- 214p.; For related documents, see EC 191 736-746. Some charts contain small print.

CONTRACT- 300-85-0160

LANGUAGE- English

EDRS Price - MF01/PC09 Plus Postage.

PUB TYPE- Collected Works - General (020) Information Analysis/State-of-the-Art Materials (070)

DESCRIPTORS- *Disabilities; *Education Work Relationship; *Evaluation Methods; Intervention; Program Effectiveness; *Program Evaluation; *Research Design; Research Needs; Secondary Education; Standards; *Transitional Programs; Values

The report, which is part of a series, contains seven papers concerned with long range improvement of evaluation of transitional programs serving handicapped youth and young adults. Papers have the following titles, authors, and concerns: "Needed Research on Evaluation: Improving the Study of Transition Programs for Adolescents with Handicaps" by L. De Stefano and R. E. Stake (overview of the Transition Institute's mandate and its projects); "Evaluating Effectiveness: Federal Expectations and Local Capabilities" by L. De Stefano (federal evaluation guidelines and local use of evaluation data for program development); "Transition Issues that Affect Research on Evaluation" by A. Halpern (eligibility, service delivery, service outcome issues); "Evaluation, Societal Values, and Transition Programs" by J. Callan (institutional values and the need for researchers to account for the influence of societal values); "Exploring the Role of Professional Standards in Evaluations of Transition Programs: Area of Needed Research" by J. Nowakowski (issues raised by standards proposed by the Joint Committee on Standards for Educational Evaluation); "Epistemic Elements in Evaluation Research" by D. B. Gowin (conceptual analysis, research needed on evaluators, and epistemology); "Needed Research on Optimizing the Structure of Evaluation Designs: The Issue of Flexibility in Evaluation Work" by N. Smith (flexible design structure and accommodation and factors influencing design flexibility); "Situational Context as Influence on Evaluation Design and Use" by R. Stake (importance of context on evaluator analysis, generalization, and evaluation design). A "Bibliography for Evaluative Research on Transition Projects" is appended and includes some 200 citations. (DB)

ED 279 129 EC 191 758

Anderson, Betty N.; Bower, JoAnn C.

Statewide Evaluation of Early Education Programs for Handicapped Children in Louisiana, 1985-86. Final Report with Appendixes.

Louisiana State Dept. of Education, Baton Rouge. Bureau of Evaluation.

PUB DATE- Sep 86

NOTE- 514p.; Some pages are printed on colored paper. Color graphics may not reproduce clearly. For related documents, see EC 191 760-764.

GRANT- G0084C3509

LANGUAGE- English

EDRS Price - MF02/PC21 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142) Tests, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- Child Development; *Disabilities; *Educational Assessment; Home Programs; Learning Readiness; Naturalistic Observation; Outcomes of Education; *Preschool Education; Professional Personnel; *Program Effectiveness; *Program Evaluation; Qualitative Research; Residential Programs; School Readiness; *State Programs; Student Placement

IDENTIFIERS- Early Intervention; *Louisiana

This final report documents the findings of a study designed to evaluate the quality and efficiency of early education programs for handicapped children in Louisiana during 1985-86. More than 400 classes in 65 formal programs (residential, home-based, and center-based) serving approximately 5,000 handicapped children ages 3-5 were studied. The multiple-model research design included data collection from program visits, classroom observations, surveys and questionnaires, personal interviews with program personnel and parents, and class and individual student profiles. Factors associated with program efficiency and effectiveness were identified and reported (e.g., communication and cooperation among related services staff and the classroom teacher). Quantitative outcome measures included children's developmental gains in skill areas, their exit placement status, and kindergarten teachers' ratings of performance. Projected placement for 40 percent of children served was regular kindergarten (with or without some degree of support service). Among twelve recommendations resulting from the study were (1) that child search activities need to be developed to educate the public about the range of services available to handicapped children and their parents, and (2) that the present one-year developmental delay requirement for receiving related therapy services should be modified. The rest of the report consists of six appendixes which make up nearly half the document: (1) four design matrices (program definition, program effects, program relationships, and expected outcomes); (2) description of programs and services offered by special state schools with preschool programs (e.g., Louisiana School for the Deaf); (3) 13 collection instruments (questionnaires/interviews), each targeted toward a role-specific category, e.g., administrators; child search coordinators; professional ancillary staff; pupil appraisal staff; supervisors/coordinators; teachers; and others; (4) "Audit Trail," information on the development and/or use of the questionnaire/survey instruments, an evaluator-designed classroom observation/interaction data collection instrument, qualitative questions, and rating scales; (5) a list of participants and the agenda for a 15-member project advisory team; and (6) the results of an interagency group interview. (JW)

ED 278 794 CE 046 262

Walker, John E.
Community Education Implementation: One Way--Not the Only Way.
PUB DATE- 86
NOTE- 6p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Community Education; *Community Leaders; Educational Needs; *Group Dynamics; Guidelines; *Informal Leadership; Postsecondary Education; *Power Structure; *Program Development; Social Values

One approach to the implementation of community education is to solicit involvement and support for the idea from the informal power structure. The first step is to identify the informal power structure; one method is the reputational technique, in which selected members of a variety of organizations each nominate at least five people who have influence on community decision making. The second step in the implementation of community education is to invite the identified leaders to a meeting to discuss an idea for improving the quality of living in their community. Showing the film, "To Touch a Child," or a similar community education presentation is appropriate at this time. It is also very important that the chairperson of this meeting do research on the identified leaders to find out their interests and then direct different aspects of the presentation to these interests, showing each the benefit of community education. From this session, a study committee can be formed and participants asked to serve. A third step in this process is the formation of study groups to explore community education further. At the same time, a planned effort to build trust is essential. The facilitator should help move the group forward to identify needs and act on them. When plans have been made, the study committee can present them to the local board of education for approval. Using the informal power structure in the community can be one of the best ways to ensure the acceptance of community education. (KC)

ED 278 808 CE 046 302

Mathews, David
The Accreditation of "Ability to Transfer Skills and Knowledge to New Situations." Coombe Lodge Working Paper. Information Bank Number 2201.
Further Education Staff Coll., Blagdon (England).
PUB DATE- 86
NOTE- 25p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Adult Education; *Competence; Developed Nations; Foreign Countries; Generalization; Job Skills; *Models; Secondary Education; *Student Certification; *Transfer of Training; *Vocational Education
IDENTIFIERS- *Great Britain; *Youth Training Scheme

A structure for the accreditation of Britain's third Youth Training Scheme outcome, ability to transfer, must be developed immediately. By all indications, the outcome cannot be graded in a way that matches the levels proposed for the National Vocational Qualification structure. Instead, ability to transfer should be seen as a component of occupational competence. It can be achieved in ways that are sufficient or insufficient for individual jobs or movement between jobs. Different types of ability to transfer can be identified. They can be used as a framework for reporting a range of performances, in conjunction with categories of information used to verify that trainees were, in fact, using their ability to transfer. The framework is to be developed in the Work Based Learning Project at the Further Education Staff College, primarily as a means of investigating work-based learning strategies and their effectiveness. (YLB)

ED 278 849 CE 046 398

Joint Ventures. The Industry-Labor-Education Connection.
Florida State Council on Vocational Education, Tallahassee.
PUB DATE- Jan 87
NOTE- 65p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Cooperative Programs; Employment Programs; Institutional Cooperation; *Job Training; *Linking Agents; Postsecondary Education; Program Implementation; *Regional Cooperation; *School Business Relationship; Secondary Education; State Programs; Statewide Planning; Unions; *Vocational Education
IDENTIFIERS- *Florida; Job Training Partnership Act 1982; Private Industry Councils

The purpose of this paper is to examine substate linkages between business, labor, and vocational education in Florida. Information for the paper was gathered by reviewing the activities of the Regional Coordinating Councils for Vocational, Adult and Community Education, the Private Industry Councils, the regional consortia, and organized labor. In addition, a literature search was conducted, and the report lists and reviews significant linkage-related publications including reports of related Florida studies conducted over the past few years. This is followed by descriptions of current state-level vehicles for linkage programs and substate-level linkage activities. The state-level vehicles include ACCESS (the state's education clearinghouse for economic development); the Division of Vocational, Adult, and Community Education; the Florida Council on Vocational Education; the Florida Education and Industry Coalition; the Florida High Technology and Industry Council; the Industry Services Training Program and Advisory Council; the Job Training Partnership Act; the Southern Technology Applications Center; the Sunshine Skills Act; and the Trust Fund for Postsecondary Cooperation. Substate linkage activities are described for Regional Coordinating Councils, Private Industry Councils, regional education-industry consortia, and organized labor. As a result of the study, the Florida Council on Vocational Education made the following recommendations: (1) to strengthen the industrial representation component on the Regional Coordinating Councils, (2) to strengthen the involvement of labor and apprenticeship in vocational education, and (3) to increase regional coordination of vocational education and training activities and related organizations. Appendices include a Regional Coordinating Council linkages survey form, maps showing planning regions, service delivery areas, and regional consortia areas, and a questionnaire on labor's linkages to vocational education. (KC)

ED 278 907 CG 019 686

Alexander, Francesca; Duff, Robert W.
Alcohol Use in Retirement Communities.
PUB DATE- Mar 87
NOTE- 20p.; Paper presented at the Annual Meeting of the American Society on Aging (33rd, Salt Lake City, UT, March 13-17, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Alcoholic Beverages; Behavior Patterns; *Drinking; Housing; *Loneliness; *Older Adults; Place of Residence; *Religious Factors; *Social Isolation; *Social Life
IDENTIFIERS- *Retirement Communities

While research on alcohol use among the elderly has accumulated in recent years, the drinking patterns of some segments of the elderly population have received little or no attention. A study was conducted over an 18-month period investigating drinking patterns in three retirement communities in southern California and Oregon. The extent of alcohol use, the association between drinking and social isolation, and the association between drinking and social activity and religiosity were examined in 260 retirement community residents. Interviews were conducted to gather information on subjects' demographics, life satisfaction, social integration, and history and current pattern of alcohol consumption. Subjects were classified according to the quantity of their customary alcohol consumption. Data analysis revealed that drinking in the retirement community was widespread and that it was part of the residents' social behavior which was associated with high levels of social integration. No support was found for the hypothesis that social isolation and loneliness are associated with drinking. A negative correlation between an individual's religiosity and drinking was observed in all data analyses and was also found to be significant when comparing late onset heavy drinkers with long-term heavy drinkers. (Author/NB)

ED 278 922 CG 019 701

Rich, Thomas A.; And Others
Career Preparation: A Curriculum in Mental Health and Aging for Service Providers. Final Report.
University of South Florida, Tampa. Center for Applied Gerontology.; University of South Florida, Tampa. Dept. of Gerontology.
SPONS. AGENCY- Administration on Aging (DHHS), Washington, D.C.
PUB DATE- 31 Aug 86
NOTE- 332p.
GRANT- 90AT0146
LANGUAGE- English
EDRS Price - MF01/PC14 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Aging (Individuals); *Course Descriptions; *Curriculum Development; *Gerontology; *Graduate Students; Higher Education; Human Services; *Mental Health

This document contains a final report of a project which developed a model multidisciplinary graduate curriculum in mental health and aging. The introductory chapter, "Career Preparation: A Curriculum in Mental Health and Aging for Service Providers" (Thomas A. Rich, et al.), includes background information and discussions of the curriculum development process, student characteristics, the project information dissemination process, teaching faculty, the evaluation process, and outcomes. The remaining 10 chapters describe each individual course developed for the mental health and aging graduate curriculum: (1) "Mental Health and Aging" (Thomas A. Rich et al.); (2) "Physical Change, Behavior and Aging" (Sue V. Saxon); (3) "Psychopathology and Aging I" (Larry W. Dupree and Victoria K. Dunn); (4) "Psychopathology and Aging II" (Victoria K. Dunn and Larry W. Dupree); (5) "Mental Health Assessment of Older Adults" (Thomas A. Rich and Susan Turner); (6) "Gerontological Mental Health Counseling I" (Calvin Pinkard and James R. Moon); (7) "Gerontological Mental Health Counseling II" (Jeffrey A. Giordano and Nan Giordano); (8) "Loss and Grief Counseling" (Mary Jean Etten); (9) "Mental Health Systems" (Maureen Kelly et al.); and (10) "Field Placement in Mental Health" (Victoria K. Dunn and Thomas A. Rich). Each course chapter gives information such as course objectives, descriptions, design, requirements, and suggested texts. In addition, information is provided for each session of the course. Session descriptions contain information

such as content, key concepts, learning activities and laboratories, suggested readings, and audiovisual resources. The final chapter on field placement describes settings, students, and supervision. A reference list is included at the end of each chapter. (NB)

ED 278 964 CS 008 698

Willinsky, John; Bobie, Allen
When Tests Dare to Be Progressive: Contradictions in the Classroom.
PUB DATE- Dec 86
NOTE- 16p.; Paper presented at the Annual Meeting of the National Reading Conference (36th, Austin, TX, December 2-6, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Achievement Tests; *English Curriculum; Essays; Foreign Countries; Grade 12; Grading; High Schools; Language Arts; Language Tests; Literacy; Literature; Multiple Choice Tests; *Reading Tests; Skill Analysis; *Student Evaluation; Test Construction; Test Reliability; Test Reviews; Test Validity; *Track System (Education); *Writing Evaluation; Writing Processes; *Writing Skills
IDENTIFIERS- Alberta; Teacher Researchers

Statewide competency testing as a high school graduation requirement represents a threat to those who encourage broad notions of reading and writing, even when a number of testing innovations in reading and writing mean a step forward in education. In Alberta, Canada, the English exam comes in a non-academic and an academic version, and contributes 50% of the student's final grade. The writing component of the test requires an expository essay from the academic students and a piece of "functional" writing from the non-academic students. While the selections for the reading component can be considered progressive (e.g., works by Joan Didion, Margaret Atwood), the format is multiple choice, which eliminates the multiple meanings encouraged in reading works of any subtlety. English teachers surveyed indicated that their classroom programs had been affected in ways that contravene the intentions and spirit of the examinations, including: (1) changes in regular tests to correspond more closely to the comprehensive exam format; (2) increased use of multiple-choice testing in the literature program; and (3) new importance among administrators as tests became contests among schools. Such curricular compulsion of exam preparation remains a major source of distortion that can render even the most promising approach a rote and remote exercise. (Examples of writing assignments are included. (NKA)

ED 278 994 CS 210 177

Karolides, Nicholas J., Ed.
Strategy and Focus: Teaching Literature.
Wisconsin Council of Teachers of English.
PUB DATE- Apr 83
NOTE- 28p.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Serials (022) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adolescent Literature; Aesthetic Values; Book Reviews; Censorship; Childrens Literature; Elementary Secondary Education; *Fiction; Higher Education; *Literary Criticism; *Literary Devices; *Literature Appreciation; Nonfiction; Picture Books; Poetry; *Reader Response; Reader Text Relationship; Teaching Methods
IDENTIFIERS- Salinger (J D); Voltaire

The six articles in this focused journal issue are concerned with literature teaching on the secondary and college level. The titles and authors of the articles are as follows: (1) "Aesthetic Reading and Teaching: 'Candide' Revisited" (Michael G. Gauthier); (2) "Discovery: The Role of Subjective Response in Initiating the Literature Discussion" (Susan Casper); (3) "Inquiry" (Helen C. Lee); (4) "Acting in Salinger's 'Franny and Zooey'" (Jim Missey); (5) "They Are Not as Realistic as Some Would Have Us Believe" (Donald R. Gallo); and (6) "The Practical Book Report" (Randeane Tetu). Reviews of selected books for children, adolescents, and teachers are included. (NKA)

ED 279 009 CS 210 297

Neverow-Turk, Vara S.; Turk, David F.

Teaching Utopian Literature: Applying Mikhail Bakhtin's Theories in the Writing Class.

PUB DATE- Nov 86
NOTE- 19p.
AVAILABLE FROM- Paper presented at the Annual Meeting of the National Council of Teachers of English (76th, San Antonio, TX, November 21-26, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Discourse Analysis; Higher Education; Language Processing; *Literary Criticism; Literature Appreciation; *Reader Response; Reading Writing Relationship; *Research Papers (Students); Secondary Education; Student Research; Writing Instruction; *Writing Processes; Writing Skills
IDENTIFIERS- *Bakhtin (Mikhail); Collaborative Learning; *Utopian Literature

Developed as a model for teachers faced with the task of assigning research papers to students who are still apprentice writers, this two-part paper explores the possibilities of written response that reside both in the dialogic interplay of ideas in utopian texts and in the criticism of utopian texts. The first part examines some ideas contained in Bakhtin's "The Dialogic Imagination," and applies his theories to the study of diverse utopian and dystopian texts in a collaborative learning environment, the research writing class. The second part gives some practical suggestions for developing the ideas of the first section. For example, three class days are allowed for discussion of a book, followed by two days work in small groups on initial writing assignments, after which revisions are made and writing is then discussed by the class as a whole. Suggestions are also given for related assignments, and an extensive bibliography of utopian literature, as well as a secondary bibliography for research purposes, is furnished. (NKA)

ED 279 051 CS 505 523

O'Donnell, Victoria

The Pornography Controversy: Issues, Effects Research, and First Amendment Rights.

PUB DATE- 14 Nov 86
NOTE- 25p.; Paper presented at the Annual Meeting of the Speech Communication Association (72nd, Chicago, IL, November 13-16, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Censorship; Constitutional Law; Court Litigation; *Freedom of Speech; *Mass Media Effects; *Media Research; Obscenity; *Pornography; Sexuality
IDENTIFIERS- Meese Commission on Pornography; Miller v California

Advances in media technology, specifically the videotape industry, have made pornography widely available. Opponents of pornography include religious groups, law enforcement officers, some politicians, and some feminists. A distinction is made between eroticism (occurring between consenting participants) and pornography (signifying overt or covert coercion). Research on the effects of eroticism and pornography reveals that (1) observed erotic behavior may elicit sexual reactions but does not heighten aggression; (2) observed sexual aggression may evoke aggression-facilitating responses; (3) when erotica and pornography both have unpleasant or extravagant content, they are equal in their effect on the aggression levels of viewers; (4) the effects of modeled sexual assaults are strongly influenced by how the victims' reactions are portrayed; (5) massive exposure to pornography alters sexual standards and attitudes toward women, but decreases aggression; and (6) individual predispositions are a major factor in determining the effects of pornography on individuals. The First Amendment protects free speech regardless of content, yet in the 1973 "Miller vs. California" the Supreme Court decision ruled that a work is obscene based on the standard of whether the average person would find that the material appeals to prurient interest. The Miller standard has assisted local communities in applying enforcement of morality among its citizens.

In 1986, the Meese Commission on Obscenity and Pornography claimed that pornography is not speech and therefore does not fall under constitutional protection. If pornography is interpreted as real action rather than expressive speech and if causality between pornography and sex crimes can be proven, pornography could be denied constitutional protection. (Fifty-two references are listed.) (SRT)

ED 279 064 EA 019 183

Gluckman, Ivan

Student Privacy and School Responsibility.

National Association of Secondary School Principals, Reston, Va.
PUB DATE- Mar 87
NOTE- 9p.; Revised from Steven R. Smith's article in Journal of Law and Education, Winter 1986, published by the Jefferson Law Book Co., Cincinnati, Ohio.
AVAILABLE FROM- Publication Sales, National Association of Secondary School Principals, 1904 Association Drive, Reston, VA 22091 ($1.00; quantity discounts).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Legal/Legislative/Regulatory Materials (090) Reports - Descriptive (Program/Project Descriptions) (141) Collected Works - Serials (022)
DESCRIPTORS- *Administrator Responsibility; Child Abuse; Civil Liberties; Counselor Client Relationship; Family Planning; Parent Rights; *Privacy; *School Counseling; School Responsibility; Secondary Education; *Student Rights; Student School Relationship

This pamphlet considers students' right to privacy and the application of this right to the confidentiality of information disclosed to administrators and counselors. Privacy is also considered in regard to special problems associated with counseling students about drugs, contraceptives, sexually transmitted diseases, abortion, and possible threat in the case of a dangerous student. Confidentiality in counseling is extremely important and plays a large role in the decision of a student to speak with a counselor, yet the parents of the minor have a legal right to make decisions for their children. To create an atmosphere of trust, students should be told when information will not be kept confidential. Counselors who see students believed to be dangerous may have to refer the student to a mental health professional or authority, because of the schools' obligation to maintain a safe environment. All cases of abuse or neglect must be reported, regardless of the source of information, in compliance with state law. Failure to report suspected incidents may have more serious repercussions than an incorrect report made in good faith to an appropriate agency; criminal charges could result if a child is injured after the counselor had become aware of the potential danger. (WTH)

ED 279 091 EA 019 214

Layton, Donald H.
Survey of Politics of Education Courses in the United States and Canada.
PUB DATE- 26 Feb 87
NOTE- 28p.; Paper presented at the Annual Meeting of the Eastern Educational Research Association (Boston, MA, February 1987).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Comparative Analysis; Course Content; *Course Descriptions; Course Evaluation; Educational Administration; Educational Policy; Foreign Countries; Higher Education; Intellectual Disciplines; *Politics of Education; *Teaching Methods; Textbook Evaluation; Textbook Selection
IDENTIFIERS- *Canada; Politics of Education Association

This paper is based on an analysis of 83 syllabuses and/or catalog descriptions of courses on the politics of education, educational policymaking, and policy analysis received from members of the Politics of Education Association in the United States, Canada, the United Kingdom, and Australia. This material provided information on what topics were being covered in politics of education classes, what texts were used, what the backgrounds of the instructors were, and where the politics of education fit in the curriculum. The first section--on course content and topics--outlines the geographic configuration of responses indicating the probability of politics in education classes being taught in various countries and states based on the responses to the initial request for data. Course foci of the syllabuses are examined next and their content and approach analyzed; two emphases are determined--politics of education courses and educational policy courses. Topics and patterns of each type are noted. Texts and readings used are highlighted next, and the most common materials are commented upon. Finally, speculations and future research are discussed, and questions needing to be answered to fill gaps in the knowledge of the subject are examined. Concluding the paper are five notes. (WTH)

ED 279 142 EC 192 104

Gallagher, James J.
The Role of Research in the Future of Special Education.
PUB DATE- 87
NOTE- 26p.; In: The Future of Special Education: Proceedings of the Council for Exceptional Children Symposium (Lake Geneva, Wisconsin, May 1986); see ED 276 245.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
Speeches, Conference Papers, "Papers Presented at..." (150)
Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Disabilities; *Educational Trends; Elementary Secondary Education; Futures (of Society); Research and Development; *Research Methodology; *Research Needs; *Special Education; Theory Practice Relationship; *Trend Analysis

The role of research in the future of special education is discussed. The impact of research on practice is exemplified in the rise of the mainstreaming movement from research findings unable to find benefits in special class instruction for the mildly handicapped. The continuing ambivalence of the practitioner toward research is noted. The past 30 years of research efforts suggest the need for organizational support of intensive and long-term research, the development of more sophisticated research instruments, and more long-term programmatic research. Priority areas for research include: primary, secondary, and tertiary prevention; language development; family interactions; lifespan studies; social processes; technology; models of social and cognitive processes; and program evaluation. Also needed are institutions that will transform research knowledge into differential curriculum or different teacher strategies and more studies designed to answer meaningful research questions and important problems, even if this necessitates less than elegant research methodology. (DB)

ED 278 823 CE 046 353

The Skippers Course. Revised 1986.
Coast Guard, Washington, D.C.
PUB DATE- 86
NOTE- 115p.
AVAILABLE FROM- Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402 (Stock No. 050-012-00159-6).
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Adult Education; Autoinstructional Aids; *Boat Operators; *Maritime Education; *Navigation; Programed Instruction; Programed Instructional Materials; Recreational Activities; *Safety; *Sailing; Seafarers; Tests

This self-instructional program for a skippers course consists of six parts. Topics include prelude to boating, safety afloat, underway, returning to port, other helpful tips, and aids to safe boating. The subject material is broken up into short sections called frames. A quick quiz to evaluate learning follows each frame; answers are in an appendix. Students proceed at their own pace. An end-of-course test and answer sheet are also provided. An index is followed by these appendixes: glossary; listings of courses offered by the United States Coast Guard Auxiliary, Coast Guard District Offices, Coast Guard Directors of Auxiliary, and State Boating Law Administrators; a sample float plan; and answers to the quick quizzes. (YLB)

ED 278 979 CS 008 717

Gentile, Lance M.; McMillan, Merna M.
Stress and Reading Difficulties: Research, Assessment, Intervention.
International Reading Association, Newark, Del.
REPORT NO.- ISBN-0-87207-783-7
PUB DATE- 87
NOTE- 54p.
AVAILABLE FROM- International Reading Association, 800 Barksdale Rd., P.O. Box 8139, Newark, DE 19714-8139 (Book No. 783, $3.50 member, $5.00 nonmember).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Tests, Questionnaires, Evaluation Instruments (160) Information Analysis/State-of-the-Art Materials (070)

DESCRIPTORS- Attitude Change; Behavior Patterns; Elementary Secondary Education; Intervention; Psychological Patterns; Reading Diagnosis; *Reading Difficulties; *Reading Instruction; Reading Research; Reading Strategies; *Stress Management; *Student Attitudes; Student Behavior; Teacher Role; *Teaching Methods
IDENTIFIERS- Reading Motivation; *Stress Reaction Scale for Reading

Focusing on the personality of the reading disabled child, this booklet is designed to encourage researchers to move past the circular debate concerning student reading difficulties and to help teachers improve the reading performance of students with disabling stress reactions to reading. The first section examines research related to emotional maladjustment in reading, providing both a framework for interpreting this body of knowledge and a theoretical basis for developing effective intervention. The second section introduces the Stress Reaction Scale for Reading, an instrument designed to assist teachers in identifying students' specific stress reactions in reading. Characteristics essential to adequate reading assessment are also discussed, as are issues pertinent to teachers' self-assessment. The third section suggests that students with "fight or flight" (FOF) stress reactions to reading should be taught to (1) set explicit, reasonable goals for themselves; (2) arrange rewards and incentives for their efforts; (3) monitor their self-defeating reactions when reading is stressful; and (4) use a variety of direct coping strategies. The final section outlines a general, seven-step approach to a 1-hour session with FOF students. A list of related readings is included for parents and teachers interested in learning more about helping students make adaptive responses to FOF stress reactions. (JD)

ED 279 038 CS 505 491

Surlin, Stuart H.; Squire, Larry A.

Canadian Cultural Materialism: Personal Values and Television Advertising.

PUB DATE- May 87
NOTE- 40p.; Paper presented at the Annual Meeting of the International Communication Association (37th, Montreal, Quebec, Canada, May 21-25, 1987).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Advertising; Aesthetic Values; College Students; Cultural Influences; Democratic Values; Higher Education; *Life Style; *Living Standards; *Mass Media Effects; Public Opinion; Quality of Life; Social Attitudes; Social Values; *Television Commercials; *Television Research; *Values
IDENTIFIERS- Canada; Rokeach Value Survey

A study examined the relationship between social and material values and attitudes toward television advertising. Using the Rokeach Value Survey Form E, 157 Canadian college students ranked the 18 terminal and 18 instrumental values in order of their importance as guiding principles for life. The values were classified as either material, social, or neutral. Students' attitudes toward advertising were determined using eight bi-polar word pairs to which they responded on a seven-interval semantic differential scale. Results indicated that subjects who have material values have a more positive perception of advertising on prime-time television and a stronger desire for the lifestyle depicted in advertising. Additionally, those subjects who highly ranked the instrumental value "intellectual" had a more negative attitude toward advertising, while those who highly ranked "polite" had a more positive attitude toward advertising. Results also suggest that television advertising promotes material values at the expense of social values, and therefore, the corporate vision of cultural materialism is enhanced. If public consciousness of personal and mass media value content were raised, then viewers would be better equipped to change personal values or control exposure to materialistic messages. (A three-page reference list and tables are included; values surveys and a survey measuring attitude toward advertising are appended.) (SRT)

ED 279 103 EA 019 228

Indra, Doreen Marie
Some Educational Implications of the Canadian Private Sponsorship Program for Southeast Asian Refugees.
PUB DATE- Mar 87
NOTE- 26p.; Paper presented at the Annual Meeting of the Comparative and International Education Society (31st, Washington, DC, March 12-15, 1987).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Acculturation; Church Programs; *Cross Cultural Training; Cultural Differences; Culture Conflict; Elementary Secondary Education; Ethnic Groups; Foreign Countries; Integration Studies; *Intercultural Programs; Multicultural Education; Program Effectiveness; *Refugees
IDENTIFIERS- *Asia (Southeast); *Canada

This paper addresses the educational implications of a unique Canadian program of refugee immigrant support and integration--private sponsorship. Individual Southeast Asian refugees and their families are financially supported by groups of five or more private individuals. Many such groups are affiliated with Christian church congregations. The workings of the program are briefly described, and it is argued that private sponsorship was not appreciably more effective than government sponsorship in addressing psychological needs, in introducing refugees to Canadian culture and economy, in developing cross-ethnic reference groups, or in orienting refugees toward formal Canadian education. Several studies are cited to support this argument, and structural weaknesses regarding the relationship between sponsors and refugees are examined. These include the nonprovision of effective tools to bridge cultural gulfs, the dependency of the refugee on the sponsor (producing a weak bond between them), an unclear role relationship making two-way reciprocity difficult, and a bias toward refugee women, viewed as peripheral to the process. This resulted in refugee-sponsor social and cultural conflict, deprivation of the refugees, and the subordination of female refugees. It is suggested that a refugee-centered anthropological approach would realize better results. The paper concludes with 33 references and a figure illustrating the factors affecting refugee-sponsor interaction. (WTH)

ED 278 770 CE 045 008

Coach to Succeed. A DITB Training Guide.
Distributive Industry Training Board, Manchester (England).

REPORT NO.- ISBN-0-903416-24-7
PUB DATE- 80
NOTE- 33p.
AVAILABLE FROM- British Association for Commerical and Industrial Education, 16 Park Crescent, London, England W1N 4AP (3.00 pounds).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Check Lists; *Employer Employee Relationship; Feedback; Foreign Countries; *Learning Processes; *Management Development; On the Job Training; *Personnel Management; Postsecondary Education; Reinforcement; Supervisors; *Training Methods
IDENTIFIERS- *Coaching

This booklet is intended to assist managers at all levels and in all types of firms in coaching employees of two types: those with managerial responsibilities or those being developed as managers. The principles and approaches described, however, are applicable to all levels of employees. Discussed in the individual sections of the guide are the following topics: the nature and purpose of coaching; coaching and learning; the context of coaching (who is coached and ways of taking and making coaching opportunities); stages in the coaching process (pre-coaching preparation, identification of improvement areas, procedures for action planning, techniques of progressing an assignment, and ways of rounding off an assignment); and skills involved in coaching (drawing out, attending, giving and receiving feedback, and developing coaching skills). Five figures and 11 checklists are also included. (MN)

ED 278 783 CE 046 144

Work & Family: A Changing Dynamic. A BNA Special Report.
Bureau of National Affairs, Inc., Washington, D.C.

SPONS. AGENCY- Department of Labor, Washington, D.C.
REPORT NO.- ISBN-0-87179-901-4
PUB DATE- 86
NOTE- 342p.
AVAILABLE FROM- Customer Service Center, Bureau of National Affairs, 9435 Key West Avenue, Rockville, MD 20850 (Product code 45 LDSR-37, $40.00; 6-10 copies--$36.00; 11-25--$34.00; 26-50--$32.00; 51-500--$30.00; 501-1000--$28.00; over 1000--$26.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - General (020) Reports - Research/Technical (143) Books (010)
DESCRIPTORS- Case Studies; Day Care; Employee Assistance Programs; *Employment Patterns; *Employment Practices; Family Characteristics; *Family Life; *Family Problems; Family Role; Federal Legislation; Federal Programs; Flexible Working Hours; Job Sharing; *Labor Force; Labor Legislation; Labor Relations; Leaves of Absence; Part Time Employment; Public Policy; Relocation; *Social Change; Unions
IDENTIFIERS- Telecommuting

Economic, social, and demographic changes in the last 30 years have resulted in a massive restructuring of the American work force. Consequently, increasing numbers of employees can be expected to experience difficulties balancing family-and-work concerns. There is no consensus in the United States today regarding the responsibility for helping employees balance work and family. Several states have created task forces to address family-and-work problems. Although studies have shown that certain family-oriented programs (such as flextime and employee assistance programs) can increase productivity and enhance the corporate bottom line, some corporate officials remain skeptical about the cost-effectiveness of such programs. In general, corporate America has not kept pace with the changing dynamics of work and family. Unions are expected to demand that employers strengthen their family-oriented programs. Occasionally, joint labor-management committees or collective bargaining procedures have resulted in the implemenation of creative workplace policies enabling employees to balance family and job responsibilities. The report's longest chapter provides over 30 case studies illustrating specific responses by employers and unions to family and work issues. Other chapters discuss developments and trends, labor-management approaches, and views of the experts. A listing of more than 60 resource organizations is also provided. Appendixes include the test of the Parental and Disability Leave Act of 1985; an interview with T. Berry Brazelton;

AFL-CIO resolutions on part-time work, child care and social services, and work and the family; discussions of the tax aspects of dependent care assistance plans; selected corporate policy statements and collective bargaining agreements dealing with work and family issues; family employment and earnings statistics from the Bureau of Labor Statistics; and a 12-page bibliography.) (MN)

ED 278 795 CE 046 264

Zacchei, David A.; And Others
Business-Education Partnerships: Strategies for School Improvement.
Regional Laboratory for Educational Improvement of the Northeast & Islands, Andover, MA.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 86
NOTE- 85p.
CONTRACT- 400-86-0005
AVAILABLE FROM- Regional Laboratory for Educational Improvement of the Northeast & Islands, 290 South Main Street, Andover, MA 01810 ($7.50 plus $2.00 postage and handling).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Demonstration Programs; Educational Improvement; Educational Resources; Education Work Relationship; Guidelines; *Models; *Program Development; *Program Implementation; *School Business Relationship; Secondary Education
IDENTIFIERS- *United States (Northeast)

Written for both educators and business people, this document provides guidelines for business-education collaboration. The guide defines the characteristics of business-education partnerships that effectively promote school improvement and describes the stages a partnership undergoes as it progresses to a fully developed collaborative effort. The guide contains four chapters. Chapter I provides an overview of partnerships and the benefits that can be achieved through business involvement in school improvement. Chapter II presents a model for the stages of partnership development. Chapter III provides practical guidelines for establishing and maintaining partnerships for school improvement. Chapter IV describes partnership activity in the Northeast/Islands region and includes profiles of noteworthy partnerships, as well as a listing of contact information for additional partnerships. Finally, the appendix contains a list of print and organizational resources. (KC)

ED 278 809 CE 046 308

Mathews, David

Assessment in the Workplace: News from the Faraway Land of Which We Know Little. Working Paper. Information Bank Number 2219.

Further Education Staff Coll., Blagdon (England).
PUB DATE- Oct 86
NOTE- 15p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Achievement; Adult Education; Competence; Developed Nations; Foreign Countries; Job Performance; *Job Skills; Secondary Education; *Standards; Student Certification; *Student Evaluation; Vocational Education; *Work Experience Programs; Youth Programs
IDENTIFIERS- *Great Britain

Assessment of student achievement in the workplace identifies workplace skills students may not demonstrate in course work. It also induces a continuous sensitivity to industry needs. On-job training tends to have sufficient formality to encourage organized assessment and off-job learning can involve assessment to the point of excess. However, within the assessment of work-based learning, assessment of learning in the workplace is the most neglected. The remedy for this neglect requires two methodologies or strategies--one strategy for assessment in the workplace and another overall strategy for assessment of work-based learning with assessment in the workplace as one part. Focus of workplace assessment should be the three complementary components of job competence--skills of tasks, task management, and the role/job environment. The elaboration of the three in different workplaces is a matter for joint exploration between course team members and staff in the workplace. Standards of performance need to be developed, which should be thought of as criteria of performance rather than standards of competence. Information can be obtained from staff in the workplace who record whatever a learner has performed to workplace standard on an assessment map. Portfolios may be a preferred method to offer measured performances rather than profiles that provide generalizations. (YLB)

ED 278 837 CE 046 385

JTPA Evaluation at the State and Local Level. Volume I: Overview.
Washington State Dept. of Employment Security, Olympia.
SPONS. AGENCY- International Business Machines Corp., Armonk, N.Y.; National Commission for Employment Policy (DOL), Washington, D.C.
PUB DATE- Mar 86
NOTE- 29p.; A product of the JTPA Evaluation Design Project. For related evaluation materials, see CE 046 386-393.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Educational Legislation; *Employment Programs; *Evaluation Criteria; *Evaluation Methods; *Evaluation Needs; Federal Legislation; Local Issues; *Program Evaluation; Research Needs; *Statewide Planning
IDENTIFIERS- *Job Training Partnership Act 1982; Service Delivery Areas

This guide is intended to assist states and service delivery areas (SDAs) in addressing the new oversight responsibilities and opportunities stipulated by the Job Training Partnership Act (JTPA). The first section examines the objectives and outcomes of the project to develop this and the other eight JTPA evaluation guides in the series. A listing of the nine volumes in the set is provided. The next two sections discuss the benefits and special features of each of the guides. A product summaries section includes detailed descriptions of the individual guides. Each description addresses some or all of the following: purpose of the individual guide, utility to users, assumptions, framework, and complementary use. Instructions for obtaining the materials and a list of acknowledgments conclude the volume. (MN)

ED 278 865 CE 046 429

Benson, Robert T.
V-TECS Guide for Tractor Mechanic.
South Carolina State Dept. of Education, Columbia. Office of Vocational Education.
PUB DATE- 86
NOTE- 394p.
LANGUAGE- English
EDRS Price - MF01/PC16 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Agricultural Engineering; Agricultural Machinery; *Agricultural Occupations; *Auto Mechanics; Behavioral Objectives; Check Lists; Course Descriptions; Curriculum Guides; Engines; *Industrial Arts; Learning Activities; Secondary Education; Student Evaluation; *Tractors
IDENTIFIERS- Heavy Equipment Mechanics; Vocational Technical Education Consortium States

This guide contains a course outline for a tractor mechanic course. The outline is organized by 15 duties: performing general skills and maintaining and servicing storage battery, ignition circuit, the cooling system, the charging circuit, the starting circuit, gasoline fuel system, diesel fuel system, basic engine, lubrication system, clutches, hydraulics, powertrain, differentials, and final drive. Each duty is further divided into job-relevant tasks. These components are provided for each task: standard of performance of task, source of standard, conditions for performance of task, enabling objectives, resources, teaching activities, a criterion-referenced measure (practical application and method of evaluating practical applications), and a performance checklist for evaluation. Appendixes include definitions of terms; a cross-reference of duties, tasks, and performance objectives; a tool and equipment list; and a bibliography. (YLB)

ED 278 879 CG 019 657

Flamer, Mary Guess, Comp.
Child Abuse and Neglect: A Bibliography of Materials and Other Resources.
New Jersey State Dept. of Education, Trenton. Div. of General Academic Education.

PUB DATE- Apr 86
NOTE- 66p.
AVAILABLE FROM- New Jersey State Department of Education Distribution Services, 225 West State Street, CN 500, Trenton, New Jersey 08625 ($5.00).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- *Child Abuse; Child Neglect; *Community Education; *Elementary Secondary Education; *Prevention; *Program Development; *School Activities; School Personnel; Sexual Abuse

This bibliography of child abuse and neglect resources was developed for use by school district administrative and educational staff to enhance their child abuse prevention programs or to assist in creating new programs. Some sections will also be useful in extending programs to the community. Citations are organized into four chapters. Chapter 1, Educational Programs for Students, includes curricula and curriculum aids for students in kindergarten through grade 12 and for special education students. Chapter 2, Information for School Staff, includes training, curriculum guides, and awareness materials for teachers, school administrators, and other school personnel. Chapter 3, Resources for the Community, includes items that schools can use for in-service involving parents and the community. A children's section within this chapter contains books for children from preschool age through adolescence. The final chapter, Additional Information: References, Resources and Organizations, provides school districts with information to enhance their existing child abuse programs or to obtain specialized resources. Each chapter is divided into subsections and materials within subsections are grouped into separate categories for child abuse and sexual abuse. Entries are listed alphabetically by title with the author, publisher, or organization included. Brief annotations and addresses are included whenever possible. All references are more recent than 1976. (NB)

ED 278 893 CG 019 671

Frost, Charles H.
The Value of a Liberal Arts Education to the Professionally Trained.
PUB DATE- 82

NOTE- 11p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Bachelors Degrees; College Students; Higher Education; *Liberal Arts; Majors (Students); *Masters Degrees; Professional Development; *Professional Education; *Professional Recognition; *Social Workers

Questions concerning the appropriate level of, and foundation for, professional education in social work have been raised. A study was undertaken to compare the professional achievements of individuals holding master's degrees in social work (MSWs) who had different types of undergraduate education. Subjects were 719 MSW graduates of the 5 years, 1977 through 1981, from the 7 public universities in California that offer the MSW. Of these respondents, 125 had bachelor's degrees in social work (BSWs) and 594 had bachelor of arts degrees (BAs). Subjects completed questionnaires measuring 10 areas of professional achievement and provided demographic and occupational information. The findings revealed differences between BSWs and BAs. On all 10 measures of professional achievement, the MSWs with BAs, as a group, outperformed the MSWs with BSWs. These findings support the contention that a liberal arts undergraduate education is superior to a professional undergraduate education for those who go on to do graduate work. The value of a liberal arts education needs to be communicated to entering college freshmen so that they can direct their studies wisely. (NB)

ED 278 908 CG 019 687

Hare, Jan; And Others
Predictors of Burnout in Professional and Paraprofessional Nurses Working in Hospitals and Nursing Homes.
PUB DATE- Mar 87
NOTE- 24p.; Paper presented at the Annual Meeting of the American Society on Aging (33rd, Salt Lake City, UT, March 13-17, 1987). Title listed on p.1 of document as "Predictors of Burnout in Nurses."
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Burnout; Coping; *Interpersonal Relationship; *Nurses; *Personality Traits; Predictor Variables; *Stress Variables; *Work Environment

Burnout is a phenomenon in which the cumulative effects of a stressful work environment gradually overwhelm the defenses of staff members, causing them to psychologically withdraw. To understand the experience of professional and paraprofessional nurses suffering from burnout requires a close examination of the environments in which they function. A study was conducted to examine interpersonal (professional exposure to patients with poor prognoses for survival, work relationships, informal support), intrapersonal (coping strategies, fear of death, comfort working with patients with poor prognoses for survival), and situational (personal and work demographics) factors expected to contribute to the six dimensions of burnout among nursing staff who worked in acute care and long-term health care facilities. Professional and paraprofessional nurses (N=312) completed the Work Relationships Index of the Work Environment Scale and other measures assessing informal support; coping strategies; fear of death; and comfort working with, and professional exposure to, patients with poor prognoses. Burnout was measured by the Maslach Burnout Inventory. Findings revealed that Work Relationships, Tension-Releasing, and Instrumental Problem-Focused Coping were the most powerful predictors of burnout. Nursing burnout appeared to be both an organizational and a personal problem. Recommendations for practice are considered. (Appended are an extensive reference list and two tables dealing with the six dimensions of burnout and the other variables assessed.)

ED 278 937 CG 019 717

Boser, Judith A.; And Others
A Study of Elementary Guidance Counseling.
Tennessee Univ., Knoxville. Bureau of Educational Research and Service.
PUB DATE- 14 Oct 85
NOTE- 201p.
LANGUAGE- English
EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Counseling Effectiveness; Counseling Services; Counselor Performance; *Elementary Education; *Federal Aid; History; Literature Reviews; *School Counseling; *School Counselors; *School Guidance
IDENTIFIERS- *Tennessee

A study of elementary guidance counseling in Tennessee involved three phases: (1) a review of the literature containing outcome studies showing effectiveness of elementary guidance counselors; (2) a compilation of a history of school guidance in Tennessee from 1960 through 1985; and (3) a study of current elementary guidance counseling programs in Tennessee. The study of current programs included a telephone survey of all public school systems in Tennessee, site visits to elementary guidance programs with full-time elementary counseling positions, and analysis of questionnaire data obtained from systems identified for potential site visits. The literature review revealed that elementary school guidance programs have been strongly supported by parents and school personnel; that counselor effectiveness decreased when the counselor was assigned to more than one school or to more than 500 students; and that changing student behavior, increased by a combination of approaches, was the strongest evidence of counselor effectiveness. Compilation of a history of school guidance identified federal legislation and funding as the major force promoting secondary school guidance and showed that pilot programs in elementary guidance were initiated when federal funding was available. Results of the study of current programs revealed that seven school systems in Tennessee employed at least one full-time elementary counselor; in school systems not employing elementary counselors, 90% of the administrators reported needing counselors. Conditions under which counselors worked and program priorities varied by community. Counselors were generally perceived as meeting the guidance program objectives and the greatest guidance needs in their schools. (Fifteen data tables are included, and the survey instruments and instructions for conducting the surveys are appended.)

ED 278 951 CS 008 682

Higginson, Bonnie C.

An Investigation into the Self-Selected Study Strategies Used by College Bound Secondary Students: Implications for the College Reading Specialist.

PUB DATE- Dec 86
NOTE- 19p.; Paper presented at the Annual Meeting of the National Reading Conference (36th, Austin, TX, December 2-6, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Behavior Patterns; *College Bound Students; *Content Area Reading; Grade 11; Higher Education; High Schools; Reading Comprehension; *Reading Habits; Reading Research; *Reading Strategies; *Study Habits; *Study Skills

A study investigated whether high school students employ different study strategies in different content areas and whether their study strategy selections are influenced by the degree to which they are familiar with these topics. Subjects, 79 high school juniors, read one familiar and one unfamiliar passage from both history and chemistry textbooks. Results of the study strategy usage inventory indicated that students did not base their selection of study strategies on either their familiarity with the material or the content being studied. Findings suggested that students may be unable to make the fine discriminations among studying behaviors that are needed to assess the differences between benefits of various study strategies. Results showed that students' study strategies have little impact on their comprehension of material. The following implications relevant to college reading specialists derive from these results: (1) more specific descriptions of student study habits are needed, (2) the notion that high school students engage in activities believed effective for learning content should be examined, (3) researchers should employ more than one form of comprehension assessment, and (4) college reading personnel and secondary content teachers must cooperate to create an integrated, student-centered program. (JD)

ED 278 995 CS 210 178

Karolides, Nicholas J., Ed.
Reading/Writing: Theories and Practice.
Wisconsin Council of Teachers of English.
PUB DATE- Oct 83
NOTE- 36p.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Serials (022) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Book Reviews; Cognitive Processes; *Content Area Writing; Cooperation; Creative Writing; Elementary Secondary Education; Higher Education; *Language Processing; *Reading Writing Relationship; Rhetorical Invention; *Teaching Methods; Theory Practice Relationship; *Writing Instruction
IDENTIFIERS- Journal Writing

The articles in this journal issue explore current theories of the reading/writing relationship and practices in writing instruction. The titles and their authors are as follows: (1) "Cognitive Processes in Writing and Reading" (Roderic C. Botts); (2) "Brainstorming and Writing" (Brock Dethier); (3) "Group Writing: Advantages and Strategies" (Helen Dale); (4) "Written Products and Writing Problems: Assisting Students in Other Disciplines" (Annette Schneider); (5) "Developing Writing Skills in the Social Studies Classroom" (Colleen A. Welper); (6) "Journal Writing--What the Kids Think" (Barbara Leonard Warren); and (7) "A Writer's Suggestions for Teaching Creative Writing" (DeWitt Clinton). Reviews of selected books for children, adolescents, and teachers are included. (HTH)

ED 279 024 CS 210 328

Henkin, Roxanne Lee
Twelve Frequently Asked Questions about Writing Programs.
PUB DATE- 84
NOTE- 9p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Classroom Techniques; Elementary Education; Instructional Leadership; Language Arts; Parent Attitudes; Parent Teacher Cooperation; Prewriting; *Program Development; Revision (Written Composition); Student Publications; Teacher Attitudes; Teacher Student Relationship; Teaching Methods; Vocational Evaluation; Writing (Composition); Writing Evaluation; *Writing Instruction; Writing Skills
IDENTIFIERS- *Writing Workshops

Intended for classroom teachers who are interested in but apprehensive about starting a writing program, this journal article addresses some of the most common questions asked at workshops. The specific questions answered in the article are as follows: (1) How do I start? (2) What materials are needed? (3) How do I find time for student writing? (4) Can children write without assigned writing topics? (5) What do I do when a child cannot spell a word? (6) What is sharing time? (7) Does everything have to be rewritten? (8) How can I find time to teach the skills in language arts? (9) How do I publish writing? (10) How do the parents react? (11) How do I grade the papers? and (12) Now that I know how to start, am I brave enough to begin? (NKA)

ED 279 079 EA 019 201

Stedman, Lawrence C.
Instructional Factors in Effective Schools: A Review of the Research. Revised.
SPONS. AGENCY- Wisconsin Univ., Madison. School of Education.
PUB DATE- Dec 86
NOTE- 38p.; Prepared for the North Central Regional Educational Laboratory.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Basic Skills; Curriculum; Elementary Secondary Education; Group Instruction; Individual Instruction; Inservice Teacher Education; *Instructional Effectiveness; Instructional Materials; Instructional Program Divisions; Learning Processes; *Liberal Arts; Reinforcement; *School Effectiveness; *School Organization; Teacher Selection; Teaching Methods

This review of the effective schools literature focuses on six teaching factors: the nature of instructional materials, lower versus higher order skills, classroom reinforcement practices, teacher selection, teacher training, and individual versus whole-group instruction. Different from earlier studies, the review concentrates on specific instructional factors, involves a more comprehensive set of studies than has been previously assembled, points out which studies were methodologically flawed, and describes their errors. By identifying maverick schools and their characteristics, this review shows that there are two types of effective schools. The first (and most common) type is organized around curriculum objectives, a single textbook series, and reading and mathematics skills measured by standardized tests. The second is organized around a well-rounded liberal arts curriculum, a diverse set of materials, higher-order skills, and student development. Both types of effective schools generally pick their own teaching staffs, provide practical inservice training built into the instructional program, and use flexible small-group instruction or individualization rather than whole-group instruction. Flawed studies prevented any firm conclusions concerning the use of phonics or direct instruction. The evidence on classroom reinforcement patterns was contradictory. A nine-page bibliography is appended. (Author/IW)

Barringer, Mary Dean
The Journey of a Teacher: Bridging Gaps, Traveling New Roads.
PUB DATE- 87
NOTE- 21p.; In: The Future of Special Education: Proceedings of the Council for Exceptional Children Symposium (Lake Geneva, Wisconsin, May 1986); see ED 276 245.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Ancillary School Services; *Disabilities; *Educational Trends; Elementary Secondary Education; *Federal Legislation; Futures (of Society); Individualized Education Programs; Research and Development; *Special Education Teachers; *Teacher Attitudes; Teacher Burnout; *Teacher Morale; Theory Practice Relationship; Trend Analysis
IDENTIFIERS- *Education for All Handicapped Children Act

A special education teacher's views on the 10 years since enactment of P.L. 94-142, the Education for All Handicapped Children Act, and thoughts about the future of special education are offered. Characteristics of the first years following P.L. 94-142 included an exuberant pioneer spirit among teachers, informal curricula, and lack of rigor in individualized education programs (IEPs). Although current classrooms are much better supplied and IEPs more systematically developed, much of the flexibility in programming has been lost and IEP meetings often become adversarial in nature. Other trends growing out of the federal mandate include increased categorization of disabilities, increased visibility and media exposure of individuals with handicaps, and a lower morale among special education teachers. Ongoing changes in rules and frequent building changes as well as the strain of coping with the emotional impact of working with handicapped children contribute to teacher frustrations and low morale. Teachers are also concerned about the large number of related services they are responsible for and the need for maintaining quality in their profession. Needs for the future are improved teacher attitudes, the individualization of all education, better programs to aid school to community transition, more translation of research into practical programs, and better communication among all concerned. (DB)

Shaping the Future of Agricultural Education. Proceedings of the Missouri Agricultural Education Conference (Columbia, Missouri, November 5-6, 1985).

Missouri State Dept. of Elementary and Secondary Education, Jefferson City.

PUB DATE- Feb 86
NOTE- 74p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Reports - Descriptive (Program/Project Descriptions) (141) Reports - Research/Technical (143)
DESCRIPTORS- Adult Education; *Agribusiness; *Agricultural Education; Agricultural Production; Conference Proceedings; *Educational Objectives; *Futures (of Society); Higher Education; Postsecondary Education; *Public Schools; Regional Schools; Rural Schools; Secondary Education; Teacher Education; Urban Schools; *Vocational Education; Vocational Education Teachers; Vocational Schools

These proceedings contain presentations and discussion group summaries from a conference to identify trends, issues, and new directions that will affect agricultural education during the remainder of the decade. The program appears first. Major presentations are "Shaping the Future: Our Purpose and Challenge" (Arthur L. Mallory); "Trends, Issues, and New Directions in Education Affecting Agricultural Education" (James A. Knight); "Trends, Issues, and New Directions in Society Affecting Agricultural Education" (Darrell Hobbs); "Trends, Issues, and New Directions in the Agricultural Industry Affecting Agricultural Education," a panel with the following papers: "Production Agriculture Perspective" (Charles Kruse), "Higher Education Perspective" (Roger Mitchell); "Agribusiness Perspective" (Ves L. Temaat), and "Rural Missouri Perspective" (Larry Harper); "What Are the Possibilities?" (Lowell Catlett); "The Challenge" (Doug Butler); "What Have We Said?" (Don Claycomb); and "Where Do We Go from Here?" (Frank Drake). Summaries are provided from these discussion groups: "Secondary Agricultural Education in the Public Schools (Rural Schools, Urban Schools, Area Vocational Technical Schools)"; "Postsecondary Agricultural Education in the Public School System"; "Adult Agricultural Education in the Public School System"; "The Development of Professional Teachers of Agriculture"; and "Agricultural Education in the Total Public School System." (YLB)

ED 278 850 CE 046 401

Athanasou, James A.
The Relationship between Career Development Factors such as Job Knowledge or Career Exploration and Self-Estimate Ability. Technical Information Paper.
New South Wales Dept. of Industrial Relations, Darlinghurst (Australia).
PUB DATE- Nov 85
NOTE- 12p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Career Development; Career Education; *Career Exploration; *Cognitive Ability; Developed Nations; Educational Research; Foreign Countries; Grade 10; Occupational Information; Secondary Education; *Self Evaluation (Individuals); Student Evaluation; *Vocational Evaluation; *Vocational Interests
IDENTIFIERS- *Australia (New South Wales)

The hypothesis that higher levels of job knowledge and/or more extensive career exploration would be indicated in higher correlations between self-estimates and measured interests was investigated in two separate studies. Job knowledge was assessed using the Job Knowledge Survey (JKS), and career exploration was assessed using the questionnaire, Finding Out Facts about Jobs (FOFAJ). In the first study, the JKS was administered to 77 Australian students in year 10 together with the Vocational Interest Survey, a questionnaire of vocational interests, and the Work Interest Survey, a self-rating scale of the same interests. The effect of level of consistency among interests and the relationship between vocational types and job knowledge were analyzed. Results showed that neither factor influenced job knowledge and did not support the hypothesis that job knowledge and self-estimate ability are related. In the second study, FOFAJ was administered to 101 students in year 10. The two measures used in the first study were also administered. No evidence indicated that scores on the career exploration measure were affected by students' vocational type or the consistency of their interests.
Self-estimate ability was not correlated significantly with the extent of career exploration. However, differentiation among the measured interests was related to career exploration. (YLB)

ED 278 923 CG 019 702

Vocational Guidance and Placement Planning Guide.

South Carolina State Dept. of Education, Columbia. Office of Vocational Education.

PUB DATE- 85
NOTE- 373p.
LANGUAGE- English
EDRS Price - MF01/PC15 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Adolescents; *Career Counseling; *Career Development; Career Guidance; Counselor Role; Curriculum Guides; Elementary Secondary Education; *Job Placement; Models; Student Needs; *Vocational Education

This guide was developed to aid vocational counselors and job placement coordinators in planning activities for students and potential students of vocational education programs. It contains a vocational guidance model which clarifies what vocational guidance services mean and what local planners should include in their activities. The model shows an interrelatedness among six major thrusts with career development being a central theme of vocational guidance. All of the thrusts depicted in the model represent essential services that should be available to students in vocational education programs. The guide is divided into six sections which correspond to the major thrusts identified in the model: (1) career development; (2) recruitment; (3) guidance and counseling; (4) placement; (5) follow-up and follow-through; and (6) consultation. Each section contains an outline of the perceived needs of the topic, an overview of the topic relative to vocational guidance, and some suggested activities and strategies that may be useful in meeting student needs. The guide also contains a planning and administration section and appendices which provide guidance in implementation of program activities. (NB)

ED 278 965 CS 008 700

Sieroff, Eric; Posner, Michael I.
Cueing Spatial Attention during Processing of Words and Letter Strings in Normals. Technical Report #2.
Washington Univ., St. Louis, MO. School of Medicine.
SPONS. AGENCY- Office of Naval Research, Arlington, Va. Personnel and Training Research Programs Office.
REPORT NO.- ONR-TR-87-2
PUB DATE- 30 Dec 86
NOTE- 30p.
CONTRACT- N0014-86-K-0289
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adults; Brain Hemisphere Functions; *Cognitive Processes; Comparative Analysis; Language Processing; *Prompting; *Reading Research; *Spatial Ability; *Visual Learning; *Word Recognition

Work with patients with attentional deficits produced by posterior cerebral lesions has shown that such patients can identify words correctly even when they fail to report letters in nonwords contralateral to the lesion. Because of this, it has been assumed in cognitive neuropsychology that lesions do not produce new phenomena but instead provide a basis for observing more clearly the operation of systems also found in adults without lesions. To test this belief, three experiments were conducted that followed a strategy of trying to reproduce in normal adults deficits found in patients. The first experiment compared cueing effects on words and pseudowords, the second compared cueing effects of pseudowords with nonpronounceable nonwords, and the third compared words mixed with nonwords made of two morphemes. The experiments all used cues on the left and right of foveally centered letter strings to bias visual spatial attention. All stimuli were presented on video screens driven by microcomputers. Results indicated that (1) cues produced better performances on nearby letters for pseudowords but not for words, (2) the cueing effect was more striking in cases of illegal nonwords than in cases of pseudowords, and (3) there was a strong cueing effect for polymorphic nonwords, but not for compound words. The findings support the strategy of attempting to link dissociations found in adults with lesions and effects found in adults without lesions. (FL)

ED 279 010 CS 210 298

Ashe, Peter M.

Letters to Pen Pals at a Convalescent Center. A School Project That Rewards Warmth and Understanding.

PUB DATE- Mar 87
NOTE- 19p.; Paper presented at the Annual Meeting of the National Council of Teachers of English Spring Conference (6th, Louisville, KY, March 26-28, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adolescents; Aging Education; Elementary Education; Grade 7; *Intergenerational Programs; *Interpersonal Communication; Junior High Schools; *Letters (Correspondence); *Nursing Homes; Older Adults; Writing Instruction; *Writing Skills

To broaden the scope of a letter writing unit for seventh graders, a real-life component brought together two groups who could learn from one another, youngsters (who usually did not have living or nearby grandparents) and the elderly in a convalescent home. Students selected their pen pals on the basis of biographical data and similar interests and then wrote their letters of introduction just before Christmas. After the holidays, students wrote a second letter, and the elderly patients answered with letters of their own. During the third week of January, a field trip to the convalescent center was planned so that young and old could meet face to face. Preparations for this visit included viewing several films and studying a mini-unit on the elderly and social attitudes toward them, both in the United States and in other cultures. The visit to the center was kept simple and uncomplicated, and the meetings were poignant and emotionally satisfying. In the spring a get-together was held on the patio of the center, and the final writing assignment was given the week before summer vacation. The rewards of this letter writing project were felt long after school ended in June. (Explanatory material is provided, including handouts for students and questionnaires for students and the elderly patients.) (NKA)

ED 279 052 CS 505 525

Daly, John A.; And Others

Concurrent Cognitions during Conversations: Protocol Analyses as a Means of Exploring Conversations.

PUB DATE- Mar 87
NOTE- 19p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (38th, Atlanta, GA, March 19-21, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cognitive Processes; Communication (Thought Transfer); *Communication Research; Computer Networks; *Dialogs (Language): *Discourse Analysis; Higher Education; *Interaction; *Interpersonal Communication; Pragmatics; Protocol Analysis
IDENTIFIERS- *Conversation

A study explored the thoughts people have as they interact with others in conversation. Individuals were asked to communicate with each other over networked microcomputers and as they typed their messages, they spoke aloud their thoughts about the exchanges. These oral protocols, matched with the messages exchanged over the network, were then closely analyzed to assess the thoughts that occurred during collaborative discourse. Results provide evidence for three processes found in conversation: inferencing, planning, and coping with violations of maxims or implicit rules about the ways people are supposed to converse. Subjects made inferences about the other person and about the conversation, planned their conversation strategies as they moved through the interaction, and reacted to violations of maxims. The use of protocols was successful in that people were able to carry on two conversations at once and the technique provided interesting and important information about interactive discourse. Limitations of the procedure include individual differences in subjects' capacity to engage in the task, the "reality" or validity of the thoughts obtained through protocol, and possible diminished authenticity of conversations without their oral and visual aspects. (Examples of conversations and protocols are included throughout the text.) (SRT)

ED 279 065 EA 019 185

Biraimah, Karen
Preservice Teachers' Expected Attrition from the Classroom: An International Dilemma.

PUB DATE- Mar 87
NOTE- 26p.; Paper presented at the Annual Meeting of the Comparative and International Education Society (Washington, DC, March 12-15, 1987).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; *Career Planning; *Cross Cultural Studies; Developing Nations; Education Majors; Faculty Mobility; Foreign Countries; Higher Education; *Preservice Teacher Education; Sex Differences; Socioeconomic Background; Socioeconomic Status; *Teacher Persistence; Teaching (Occupation)
IDENTIFIERS- *Nigeria

This study attempted to ascertain the degree to which teacher attrition rates may affect future educational trends on a cross-national basis and to identify particular characteristics, such as class, gender, or academic achievement, that might be associated with those teachers electing to leave and those expecting to remain in the classroom. Socioeconomic status (SES) and its role as an indicator of academic and career expectations are emphasized, and how SES affects the expectations of male and female students from a similar background is examined. The University of Ife in Nigeria and the University of Central Florida, two relatively new schools with similar student populations, were chosen for the study and 200 education majors from each campus were randomly selected to complete questionnaires designed to reflect SES and education and career expectations. Conclusions suggest that while attrition rates will continue to rise, students in the study who expected to remain teachers were not less qualified academically than those expecting to leave teaching. Results also suggest that class is related to student career expectations, but primarily for females; males sampled showed little if any association between career expectations and their family's SES. Included are 13 references and 5 tables. (WTH)

ED 279 092 EA 019 215

Spencerport Central Schools More Effective Schools/Teaching Project Documents, Second Series.
Spencerport Central Schools, N.Y.
PUB DATE- Jan 87
NOTE- 279p.; For individual sections, see EA 019 216-220. For the first series, see ED 273 024-033.
LANGUAGE- English
EDRS Price - MF01/PC12 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Reports - Research/Technical (143) Collected Works - General (020)
DESCRIPTORS- Academic Achievement; Annual Reports; *Change Strategies; Cooperative Planning; Definitions; Elementary Secondary Education; Factor Analysis; Minimum Competencies; Minimum Competency Testing; Needs Assessment; Principals; *Program Development; *Program Implementation; *School Effectiveness; *Staff Development; *Student Improvement
IDENTIFIERS- Disaggregated Analysis; *Effective Schools Project; Effective Schools Research; New York (Spencerport)

During the 1982-83 school year the Spencerport (New York) Central School District began a comprehensive project to study the effective schools research and its implications at all levels of a suburban school system. A leadership planning team (consisting of teachers, principals, and district personnel) participated in a series of workshops and submitted a districtwide master plan to the superintendent and board of education. Each school then developed its own action plan based upon results of a disaggregated analysis of student achievement and a needs assessment profile of the building. These plans have been implemented during the school years 1983-84, 1984-85, and 1985-86. This five-part collection of documents produced during the years of the Spencerport project includes the following titles: "Third Annual Report, September 1986;" "Executive Summary of the Third Annual Report" (Robert E. Sudlow); "Fourth Overview of the More Effective Schools/Teaching Project, October 1986;" "Effective Schools/Teaching Project: Its Impact on a Senior High Principal" (Wilbur R. Selander); and "Staff Development Implications of an Effective Schools Project" (Bonnie Seaburn and Robert Sudlow). (IW)

ED 279 117 EC 191 738

Decoteau, J. Patrick, Comp.; And Others
Handbook for Project Directors: 1985-86.
Illinois Univ., Champaign. Secondary Transition Intervention Effectiveness Inst.
SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC.
PUB DATE- 86
NOTE- 139p.; For related documents, see EC 191 736-746.
CONTRACT- 300-85-0160
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Career Education; Demonstration Programs; *Disabilities; *Education Work Relationship; Employment Services; *Federal Aid; Federal Programs; *Grants; Models; Postsecondary Education; Relevance (Education); Secondary Education; *Transitional Programs; *Vocational Adjustment; Vocational Rehabilitation; Vocational Training Centers

This handbooks describes 111 federally funded programs for helping disabled youth make the transition from school to successful employment. The programs are categorized into the following groups: (1) Handicapped Children's Model Programs: Youth Employment Projects; (2) Handicapped Children's Model Demonstration Program: Post-Secondary Projects; (3) Post-Secondary Educational Programs for Handicapped Persons--Demonstrations; (4) Rehabilitation Services--Special Project; (5) Secondary Education and Transitional Services for Handicapped Youth--Service Demonstration Projects; (6) Secondary Education and Transitional Services for Handicapped Youth: Cooperative Models for Planning and Developing Transitional Services; (7) Secondary Educational and Transitional Services for Handicapped Youth: Transitional Strategies and Techniques; and (8) Secondary Educational and Transitional Services for Handicapped Youth: Cooperative Models for Planning and Developing Transitional Services. Each program description includes information on: competition number; title of project; sponsoring agency; grant number; contact person; impact (number of students); federal award; project duration; date of implementation; purpose of project; technical methods; and anticipated outcomes. (CB)

ED 279 130 EC 191 760

Anderson, Betty N.; Bower, JoAnn C.
Statewide Evaluation of Early Education Programs for Handicapped Children in Louisiana, 1985-86. Summary Report: Administrators.
Louisiana State Dept. of Education, Baton Rouge. Bureau of Evaluation.
PUB DATE- Sep 86
NOTE- 23p.; For related documents, see EC 191 758 and EC 191 761-764.
GRANT- G0084C3509
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Administrator Attitudes; *Administrator Role; *Disabilities; Educational Assessment; Interprofessional Relationship; Interviews; *Preschool Children; Preschool Education; Program Effectiveness; *Program Evaluation; Qualitative Research; Questionnaires; *State Programs; State Surveys; Teacher Burnout
IDENTIFIERS- *Louisiana

The first section of the document consists of the questionnaire/survey instrument completed by 51 administrators as part of a study designed to evaluate the quality and efficiency of early education programs for handicapped children (ages 3-5) in Louisiana in 1985-86. The frequency distributions of the responses received are shown on the instrument. The second section is a narrative developed from interview data collected from 44 school principals or other school-level administrators during on-site visits to preschool handicapped programs. Administrator comments are noted on such topics as perceived roles and responsibilities in relation to the preschool program, communication between preschool and kindergarten teachers, and teacher burnout. (JW)

ED 278 771 CE 045 093

Jahns, Irwin; And Others

What Can Adult Educators Do To Facilitate Learners' Compliance with Professional Continuing Education Requirements?

PUB DATE- Oct 86
NOTE- 20p.; Paper presented at the Annual Meeting of the American Association for Adult and Continuing Education (Hollywood, FL, October 22-29, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adult Education; Compliance (Legal); Educational Needs; *Employer Employee Relationship; *Motivation; *Nurses; Nursing Education; *Participant Characteristics; Postsecondary Education; *Professional Continuing Education; *Program Improvement
IDENTIFIERS- *Mandatory Continuing Education

The study described in this paper is the result of a review of research projects investigating mandatory continuing education (MCE) in Florida. These studies investigated the field of nursing, only one of more than 20 professional groups for which continuing education is mandated. The study found that MCE appears to have some positive features as well as negative ones. MCE has enhanced rather than hindered the provision of opportunities for nurses' professional growth and development. It has created broader opportunities from which individuals can choose and it has encouraged employers and other interested parties to engage in the provision of continuing education. However, the MCE system is not yet perfectly developed, and professional adult educators seem to have only nominal interest in qualitatively affecting the system through their direct contributions. Adult educators could be instrumental in affecting administrative procedures and the criteria for approving, monitoring, and evaluating provider and target population activities. The paper concludes that facilitating learner compliance with MCE demands attention to influences on the learner. These influences include the following: (1) mandated requirements; (2) individual desire for professional growth and development; and (3) personal characteristics such as self-confidence, need fulfillment, and ambition. Success will depend not only on working with the learners, but also with the systems that establish criteria for quality MCE programs and the providers who design and deliver those programs. Adult educators must expand their focus to include the role and responsibilities of employers in the provision of MCE. (KC)

ED 278 810 CE 046 309

Mathews, David
YTS Core Skills and the Accreditation of Work Based Learning. Working Paper. Information Bank Number 2220.
Further Education Staff Coll., Blagdon (England).
PUB DATE- Sep 86
NOTE- 16p.

LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Adult Education; *Competence; Developed Nations; Foreign Countries; Job Performance; *Job Skills; Postsecondary Education; Secondary Education; *Student Evaluation; *Vocational Education; *Work Experience Programs; Youth Programs
IDENTIFIERS- *Core Skills Project; Great Britain; *Youth Training Scheme

The Core Skills Project has developed in the "core skills" an instrument that can be used in the analysis of occupational competence. Any development of accreditation of work-based learning entails assessment of learning in the workplace. The success of such assessment depends on identifying the outcomes of experience in terms of competence and the work role of the learner. A linkage needs to be found between the raw observation or measurement of the individual events of a learner's program and the eventual interpretation of a certificate plus supporting evidence. The means chosen by the Core Skills Project has been to describe skills used in any situation in a way that could be related to any other. The core skills have been defined as being common to a wide variety of tasks and essential to carrying out those tasks. They are particularly important in helping to deal with two of the problems involved in using the workplace as a source of assessment information--difficulty of generalization and inequality of opportunity. The analytical and descriptive capacity of the core skills enables the significant workplace element within the Youth Training Scheme to be part of a coherent accreditation system. (YLB)

ED 278 838 CE 046 386

Feldman, Deborah
JTPA Evaluation at the State and Local Level. Volume II: A General Planning Guide for Local Users.
Washington State Dept. of Employment Security, Olympia.
SPONS. AGENCY- International Business Machines Corp., Armonk, N.Y.; National Commission for Employment Policy (DOL), Washington, D.C.
PUB DATE- Mar 86
NOTE- 178p.; A product of the JTPA Evaluation Design Project. For related evaluation materials, see CE 046 385-393.
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Cost Effectiveness; Data Collection; Educational Legislation; *Employment Programs; *Evaluation Criteria; *Evaluation Methods; Evaluation Needs; Federal Legislation; *Local Issues; Needs Assessment; *Program Evaluation; *Research Design; Research Methodology
IDENTIFIERS- *Job Training Partnership Act 1982; Service Delivery Areas

This guide is intended to assist states and service delivery areas (SDAs) in addressing the new oversight responsibilities and opportunities stipulated by the Job Training Partnership Act (JTPA) with respect to planning a local evaluation. The following topics are covered in the individual chapters: the objectives and scope of JTPA evaluation (choosing to evaluate and reviewing JTPA evaluation materials and options); preliminary planning issues (assessing evaluability, building in utility, and understanding the organizational context); progression toward a JTPA evaluation plan (formulating evaluation questions and a research design, developing an evaluation plan, and estimating evaluation costs and benefits); and implementation issues (collecting and using data and funding and staffing a JTPA evaluation). A conclusion and suggestions for further reading are also provided. A report by Bonnie Snedeker entitled "A Report on a National/State Survey of Local JTPA Constituencies" is appended. (MN)

ED 278 866 CE 046 436

Riley, Connee; And Others
Computer Applications: Using Electronic Spreadsheets.
University of Northern Iowa, Cedar Falls. School of Business.
SPONS. AGENCY- Iowa State Dept. of Public Instruction, Des Moines. Div. of Career Education.
PUB DATE- 85
NOTE- 62p.
GRANT- FCS-85-02-71; FCS-86-02-71

LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Accounting; Basic Business Education; Behavioral Objectives; Business Administration; *Business Education; *Computer Oriented Programs; *Computer Software; *Information Processing; Learning Activities; Lesson Plans; *Management Information Systems; Marketing; Postsecondary Education; Secondary Education; Secretaries
IDENTIFIERS- Multiplan Spreadsheet Software; *Spreadsheets

This instructional unit is intended to assist teachers in helping students learn to use electronic spreadsheets. The 11 learning activities included, all of which are designed for use in conjunction with Multiplan Spreadsheet Software, are arranged in order of increasing difficulty. An effort has been made to include problems applicable to each of the following areas: basic business, secretarial, administrative support, information processing, marketing, and accounting. Topics covered in the individual lessons include operating a spreadsheet program, formatting an electronic spreadsheet, entering and saving data, creating a new electronic spreadsheet from an existing one, rearranging and replacing data, changing data on an electronic spreadsheet and understanding the effect of new "what if" projections, printing an electronic spreadsheet, entering formulas, copying data, printing tables, making interest projections, and organizing and creating a new spreadsheet by integrating all of the aforementioned concepts. Each lesson includes a lesson title, objectives, list of needed teaching aids and references, teaching outline, outcomes, learning activity, instructions, and reference data necessary to complete the activity. (MN)

ED 278 880 CG 019 658

Graufu-Grounds, Claudia
Desk Reference Manual on Student Drug and Alcohol Use: A Comprehensive Planning Guide.
New Jersey State Dept. of Education, Trenton. Div. of General Academic Education.

PUB DATE- 85
NOTE- 140p.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Curriculum Development; Drinking; Drug Abuse; Elementary Secondary Education; High Risk Students; Legal Problems; *Prevention; *Program Development; Program Evaluation; School Personnel; *Student Problems
IDENTIFIERS- *Alcohol Abuse; *Substance Abuse

This planning guide was created to help educators plan and implement projects to reduce student abuse of drugs and alcohol. Chapter 1, Perspectives, briefly describes four commonly held perspectives regarding substance abuse: (1) moral-legal; (2) public health; (3) psychosocial; and sociocultural. A brief history of the ways in which New Jersey schools have addressed substance abuse is also presented. Chapter 2, Planning, emphasizes the importance of a thorough planning process and includes methods for problem definition and needs assessment. Chapter 3, Curricula and Programs, describes types of curricula and programs that can be used in reducing student substance abuse. Prevention, intervention, and treatment services are included. The use of community agencies, staffing, and funding are addressed. Chapter 4, Policies and Procedures, presents a process and model for constructing a source substance abuse prevention policy and discusses common legal and policy issues that arise in the development of comprehensive substance abuse projects. Chapter 5, Evaluation, discusses process, outcome, and impact evaluation and suggests strategies for thorough and useful evaluation of substance abuse projects. The appendices offer listings of additional resources, including model programs, training resources, bibliographies, information sources, state and county agencies, and self-help groups. (NB)

ED 278 894 CG 019 672

Drakulich, J. Scott; And Others
The Community College Counselor: A Profile of Qualifications, Responsibilities, and Self-Perception.
New Jersey Community Coll. Counselors Association.
PUB DATE- Oct 86
NOTE- 18p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Community Colleges; *Counseling Services; *Counselor Characteristics; *Counselor Qualifications; Employment Experience; *Occupational Information; Professional Recognition; Salaries; *School Counselors; Self Evaluation (Individuals); Tenure; Two Year Colleges

IDENTIFIERS- *New Jersey
The New Jersey Community College Counselors Association expressed a need to identify the demographic characteristics and professional responsibilities of community college counselors in the state. Community college counselors (N=102) completed questionnaires examining such issues as length of employment, tenure, professional preparation, salary, professional responsibilities, and perception of counseling services. Respondents were also given the opportunity to comment on pertinent issues about counseling services on their campuses. Major comments concerned the perceived low status of counseling. The survey revealed that, overall, the state's community college counselors were an experienced, professional group with a median 7 years of service in their current position and with a median 11 years of service at their college. Ninety percent of the counselors in tenure-track positions reported having achieved tenure. Only seven percent of the respondents had less than a master's degree. A majority of counselor time was spent doing advisement and administrative work. Counselors reported wanting more time to provide quality personal counseling to students. A reaction from the president of the New Jersey Community College Counselors Association is included. (NB)

ED 278 952 CS 008 683

Pappas, Christine C.
Exploring the Global Structure of "Information Books."
PUB DATE- Dec 86
NOTE- 23p.; Paper presented at the Annual Meeting of the National
  Reading Conference (36th, Austin, TX, December 2-6, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150

  Reports - Research/Technical (143)
DESCRIPTORS- *Childrens Literature; *Content Analysis; Elementary
  Education; *Illustrations; *Nonfiction; Reading Comprehension
IDENTIFIERS- Discourse; *Information Books; Text Factors; *Text
  Structure

Children's "information books" are usually illustrated books on one topic, typically identified by the title. For example, "Squirrels" tells all about the characteristics and behaviors of squirrels. An exploration of what does or does not constitute an information book using five specific questions about the genre yields an outline of the structure with six global elements present, as follows: (1) topic presentation--an obligatory element that announces the topic of the book; (2) description of attributes--also obligatory, this element describes attributes of the class of animal, object, etc., that the book is about; (3) characteristic events--an obligatory element that is usually the longest element in the book; (4) category comparison--a frequent but optional element that discusses the different members of the category; (5) final summary--a frequent optional element that is a summary statement about the information covered and that always follows the information; (6) afterword--an optional, infrequent element (preferred by certain authors), always at the very end of the book adding extra information about the topic. The variable order and interspersion of elements in the text may be relevant factors regarding children's learning about information books in general. (Data tables are included.) (NKA)

ED 278 980 CS 008 718

Harste, Jerome C.
What It Means to Be Strategic: Good Readers as Informants.
PUB DATE- Dec 86
NOTE- 17p.; Paper presented at the Annual Meeting of the National Reading Conference (36th, Austin, TX, December 2-6, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Context Clues; Creative Thinking; *Critical Reading; Decoding (Reading); Higher Education; Protocol Analysis; Reader Response; *Reader Text Relationship; *Reading Comprehension;

*Reading Processes; *Reading Research; *Reading Strategies
IDENTIFIERS- Content Coding; *Context Effect; Journal Writing; Text Factors

A study was conducted to identify strategies used by successful readers in comprehending and interpreting various kinds of texts. Seventy-three graduate students were asked to keep a journal (unedited and freely written) of what they were thinking as they were reading Umberto Eco's novel "The Name of the Rose." Selected journal entries were divided into 771 introspective commentaries that were marked by a shift in topic or attention on the part of the reader between and among "reader," "text," or "context" codes, plus the extended discussion of what the reader made of such shifts in attention. For purposes of coding response types, a "reading strategy" was defined as a cognitive choice--visualize, compare, criticize, etc. Adjusting rate, underlining, and taking notes were defined as a "reading technique." Results suggest that mentally good readers spend about 69% of their time off the page attempting to make connections, recasting what they have read in terms of what they currently know, criticizing themselves and the author's performance, and/or extrapolating what they have read to see what it might have to say about everything from ethnography to the meaning of life. Findings support the contextual embeddedness of all reading and interpretation and how instructional tasks can bolster the use of reading as a tool for learning. (Data tables are appended.) (NKA)

ED 279 025 CS 210 329

Bereiter, Carl; Scardamalia, Marlene
The Psychology of Written Composition. The Psychology of Education and Instruction Series.
REPORT NO.- ISBN-0-8058-0038-7
PUB DATE- 87
NOTE- 389p.; Funding for research provided by grants from York University, the Ontario Institute for Studies in Education, the Alfred P. Sloan Foundation, and the Social Sciences and Humanities Research Council of Canada.
AVAILABLE FROM- Lawrence Erlbaum Associates, Inc., Publishers, Suite 102, 365 Broadway, Hillsdale, NJ 07642 ($24.95).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Books (010) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Cognitive Processes; Comparative Analysis; *Language Processing; *Psychological Patterns; Research Utilization; *Writing (Composition); *Writing Instruction; *Writing Processes; *Writing Research

Aimed both at readers interested in cognition and/or writing and at instructional psychologists, this book explores the notion that various writing strategies involve different kinds of thinking, which ultimately affect the written product. The first part presents concepts central to the writing process, including two models of this process, an integrative schema for studying it, and a discussion of the transition from conversation to composition. The second section addresses the basic cognitive factors in composition, including the role of production factors in writing ability, the information processing load of composition, and how children cope with the processing demands of coordinating ideas in writing. The third section presents perspectives on the composing strategies of immature writers, including knowledge telling and the problem of "inert knowledge," the development of planning in writing, and links between composing and comprehending strategies. The fourth section discusses factors involved in promoting the development of mature composing strategies, including fostering (1) self-regulation; (2) evaluative, diagnostic, and remedial capabilities; (3) reflective processes; and (4) children's insight into their own cognitive processes. The concluding section addresses the psychological and educational implications of "knowledge-telling" and knowledge-transforming differences. (JD)

ED 279 039 CS 505 503

Sanders, Gerald H.
Rhetoric and Public Address: A Future in the Communication Discipline?
PUB DATE- Nov 86
NOTE- 15p.; Paper presented at the Annual Meeting of the Speech Communication Association (72nd, Chicago, IL, November 13-16, 1986).
LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Courses; Course Selection (Students); *Curriculum Development; Higher Education; *Intellectual Disciplines; Majors (Students); Organizational Communication; Persuasive Discourse; Public Relations; *Public Speaking; *Rhetoric; *Rhetorical Criticism; *Speech Curriculum

A survey of colleagues in the communication discipline sought to assess the future of rhetoric and public address as an integral part of curriculum and degree programs. A trend that appeared in the remarks was that scholars in the field of rhetoric have too long eschewed the broadening of the concept of rhetorical criticism. Rhetoric should be considered inherent in all forms of human communication, not just public address. The respondents supported both rhetoric and public address as important parts of the communication discipline. New specialties, such as public relations and organizational communication, are tipping the balance of the communication curriculum away from the former central core of rhetoric and public address. However, rhetoric and public address are becoming contemporized and integrated into these new specialties. Communication administrators must take the lead in modernizing the study of rhetoric and public address and the new adaptations of rhetoric and public address must be included in the curriculum in order to attract bright students to the communication discipline. (SRT)

ED 279 104 EA 019 229

Recruiting and Selecting Teachers. The Best of ERIC on Educational Management, Number 88. AASA Edition.

ERIC Clearinghouse on Educational Management, Eugene, Oreg.

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.

PUB DATE- Mar 87

NOTE- 5p.

CONTRACT- 400-86-0003

AVAILABLE FROM- Publication Sales, ERIC Clearinghouse on Educational Management, University of Oregon, 1787 Agate Street, Eugene, OR 97403 (free).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Reference Materials - Bibliographies (131) Other/Miscellaneous (Not Classifiable Elsewhere) (999)

DESCRIPTORS- Credentials; Educational Legislation; Elementary Secondary Education; Employment Interviews; Employment Qualifications; Evaluation Criteria; Evaluation Methods; *Literature Reviews; *Personnel Selection; Rural Schools; Search Committees (Personnel); Teacher Employment; Teacher Evaluation; *Teacher Recruitment; *Teacher Selection

The recruitment and selection of teachers are addressed in this summary of 11 journal articles and documents which are available through ERIC (Educational Resources Information Center). The first entry examines the selection process of hiring new teachers, focusing on tools used in making selection decisions. The second abstract deals with the hypothesis that opinions of the supervisors of elementary education students are more accurate predictors of rapid employment than are cognitive tests. The third outlines a policy created to select new teachers incorporating an applicant questionnaire, teaching demonstration, and group interviews. The fourth abstract focuses on the involvement of teachers in the selection of teachers. Entry five emphasizes the use of credentials and the interview in the teacher selection process. Entry six summarizes processes and focuses on interrelated skills. The seventh entry examines the needs of rural school districts in recruitment. The eighth notes a study finding that informal, personal selection methods may be as effective as variable screening methods. Entry nine reviews studies on teacher selection and suggests radical changes to maintain educational quality in the future. The tenth entry examines a laboratory simulation of how applicants react to recruitment and selection procedures. The final entry presents a review of legal issues relating to teacher selection. Document and article ordering procedures are included. (WTH)

ED 278 996 CS 210 179

Karolides, Nicholas J., Ed.
Wisconsin Authors/Teaching Literature.
Wisconsin Council of Teachers of English.
PUB DATE- Jan 84
NOTE- 28p.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Serials (022) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)

DESCRIPTORS- Authors; Book Reviews; Elementary Secondary Education; English Instruction; Higher Education; Individualized Instruction; Literary Criticism; *Literature Appreciation; Reading Material Selection; *Teaching Methods
IDENTIFIERS- Shakespeare (William); Wisconsin

The articles in this journal issue explore inventive ways of teaching literature, including the use of works written by Wisconsin residents. The titles of the articles and their authors are as follows: (1) "From Wau-Bun to Door Way" (Richard Boudreau); (2) "The Reading Tree" (Richard Behm); (3) "Manipulating Language: A Strategy for Teaching Literature" (Prudence P. Byers); (4) "Teaching the Absurd" (Audrey Roberts); and (5) "An Englishman's View of Teaching Shakespeare" (Bryan M. Govett). A list of National Council of Teachers of English Achievement Award winners from Wisconsin, as well as reviews of selected books for children, adolescents, and teachers are included. (HTH)

ED 278 796 CE 046 266

Barton, Paul E.
A Better Fit between Unemployment Insurance and Retraining.
National Inst. for Work and Learning, Washington, D.C.
REPORT NO.- ISBN-0-86510-055-1
PUB DATE- 86
NOTE- 47p.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Change Strategies; Dislocated Workers; Federal Legislation; Labor Force; Labor Legislation; Policy Formation; Program Implementation; *Program Improvement; *Public Policy; *Retraining; *State Programs; *Training Methods; *Unemployment Insurance
IDENTIFIERS- *Unemployment Insurance Act 1970

An important first step in addressing the issue of obtaining a better fit between unemployment insurance (UI) and retraining was taken in 1970 when the federal government enacted a provision permitting workers to enroll in training without denial of benefits due to application of the work test. Little was done, however, to pursue state compliance with the new provision or to encourage states to view facilitating training as a mission of UI. Even before 1970, Hawaii, West Virginia, and Massachusetts had provisions designed to make it easier for clients to avail themselves of retraining opportunities. Since the 1970 amendments, an additional six states have either revised or expanded their efforts in this area. One problem that persists is a lack of familiarity with the 1970 provisions. Only 23 of the states contacted in a survey of 30 UI officials in the states and the District of Columbia, Puerto Rico, and the Virgin Islands were aware of the 1970 legislation. Although some strategies for improving current retraining provisions would require substantial legislative changes, a good beginning could be made if states would only reassess their programs in light of the 1970 retraining provisions. Then, after individual states decide how far they want to support retraining initiatives, they can begin developing a screening process, undertake labor market assessment procedures to identify dislocated workers early in the UI claims process, and make appropriate referrals. (MN)

ED 278 909 CG 019 688

Rozette, Elizabeth J.; Hicks, Robert A.

Type A-B Behavior, Social Isolation and Life Stress in College Students.

PUB DATE- Apr 87

NOTE- 19p.; Paper presented at the Annual Meeting of the Western Psychological Association (67th, Long Beach, CA, April 23-26, 1987).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- College Students; *Coping; Higher Education; Interpersonal Competence; *Personality Traits; *Social Isolation; *Stress Management; *Stress Variables

IDENTIFIERS- *Type A Behavior; *Type B Behavior

Findings from past research emphasize the importance of social isolation and Type A-B behavior in stress management and suggest that relative to Type Bs, Type As are more likely to be social isolates. A study was conducted to measure the interrelationships between Type A-B behavior, social isolation, and the perceived frequency of life stress events. Subjects were 439 undergraduates who responded to: (1) the Glass version of the Jenkins Activity Survey; (2) an Isolation Index developed as a result of pilot research for this study; and (3) the Holmes and Rahe Schedule of Recent Life Events. Results showed that relative to Type Bs, Type As were more likely to be social isolates, in that 51% of the Type As and 38% of the Type Bs rated as isolates. Social isolation was found to be less salient than Type A-B behavior as a predictor of the incidence of life stress events. There was some evidence that these variables are additive in that for both life stress measures Type A-isolates reported higher levels of stress than did other groups. Results are discussed within the framework of the buffering model of social support. (Author/NB)

ED 278 924 CG 019 703

Helping Your Pre-Teen Say "No": A Parent's Aid.

National Clearinghouse for Alcohol Information (DHHS), Rockville, Md.; National Inst. on Alcohol Abuse and Alcoholism (DHHS), Rockville, Md.

REPORT NO.- DHHS-ADM-86-1417

PUB DATE- 86

NOTE- 17p.; For related document, see CG 019 704.

AVAILABLE FROM- Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050)

DESCRIPTORS- Alcoholic Beverages; *Drinking; *Drug Abuse; *Parent Child Relationship; *Parent Influence; Peer Influence; *Preadolescents; *Prevention; Role Models

This brochure is one of two publications designed to assist parents in guiding their preadolescents away from experimentation with alcohol, tobacco, and other drugs, while enhancing the parent-child relationship. It contains a broad overview of prevention. The book is divided into 10 sections. Each section provides suggestions and answers to a question about substance abuse prevention for preadolescents. The 10 questions discussed in the book concern: (1) learning what to say to a child about alcohol; (2) encouraging children to turn to their parents for guidance; (3) enhancing the child's self-esteem and helping him say "no" to alcohol and other drugs; (4) teaching values at home to help children resist peer pressure to use alcohol; (5) serving as a role model; (6) using peer pressure skills; (7) making family policies concerning alcohol experimentation; (8) preventing alcohol experimentation; (9) joining with other parents to fight preadolescent drug experimentation; and (10) being prepared to help children who, in spite of parental efforts, may drink anyway. Signs of alcohol abuse are listed and sources of help are suggested. (NB)

ED 278 938 CG 019 718

Barer, Barbara M.
A Study of a Home Health Care Program for Low Income Frail Elderly.
PUB DATE- May 86
NOTE- 45p.; Paper presented at the Annual Scientific Meeting of the Gerontological Society (39th, Chicago, IL, November 19-23, 1986).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Community Services; Cost Effectiveness; Daily Living Skills; Deinstitutionalization (of Disabled); Health Needs; *Health Services; *Home Programs; *Older Adults; Self Care Skills; *Social Support Groups; *Visiting Homemakers
IDENTIFIERS- *Frail Elderly; Long Term Care

As the number of chronically ill elderly increases and the costs of hospital and nursing home care rises, consideration is being given to alternatives for long-term care. One alternative being explored in California is the Alameda County Homemaker Program which provides home health care to the frail elderly. Interviews were conducted with all 30 impaired elderly clients who received from 2 to 6 hours of personal and household assistance per week. An Activities of Daily Living and Instrumental Activities of Daily Living scale was used to determine the extent of the respondents' impairment and how their needs were met. The results revealed that those elderly who lived alone, had the fewest informal supports, and were being maintained by formal supports were the least impaired of the group. This finding negated the hypothesis that a positive relationship exists between level of impairment and reliance on formal supports. It appears that, beyond a certain level of impairment, formal supports alone are not sufficient to keep the frail elderly at home; formal supports supplement and sustain rather than supplant informal supports. This study suggests that severely impaired elderly may be maintained in the community with minimum home and health care services. Government policies supporting institutional rather than home care must be addressed. (Sixteen data tables are included, and instruction sheets for home care services and forms for determining types of social services needed are appended. (NB)

ED 278 966 CS 008 701

Dreher, Mariam Jean; And Others
Explicitness in Sixth-Grade Social Studies Textbooks.
PUB DATE- Dec 86
NOTE- 20p.; Paper presented at the Annual Meeting of the National Reading Conference (36th, Austin, TX, December 2-6, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Tests, Questionnaires, Evaluation Instruments (160) Reports - Research/Technical (143)
DESCRIPTORS- Grade 6; Intermediate Grades; *Readability; *Reading Research; *Social Studies; *Textbook Content; Textbook Evaluation
IDENTIFIERS- *Explicitness; *Text Coherence; Text Structure

A sample of 12 recent and older sixth grade social studies textbooks was examined to determine their level of explicitness, one of the criteria used to determine the "friendliness" or comprehensibility of a text. Researchers randomly selected three samples--usually chapters--from each of the 12 textbooks. The Explication Inventory (consisting of six items, each with a five-point scale) was used by two raters to rate each sample, and the ratings for the three samples from each textbook were then averaged to get a total for that text. To check for reliability, a third rater rated the three segments for a random sample of half the textbooks. The results of analysis indicated no statistically significant differences on total explication scores between the recent and the older textbooks. The raters concluded that the social studies textbooks they examined tended to be friendly on the criterion of explicitness, although it should be noted that text friendliness is also affected by extra-text determinants such as student abilities and curricular and instructional factors. (References and tables are provided; appendices consist of the Explication Inventory and a list of the textbooks reviewed.) (AEW)

ED 279 011 CS 210 299

Madden, Thomas R.
Teaching Literature as Dialogue: Coming to Terms with Terry Eagleton.
PUB DATE- Apr 86
NOTE- 20p.; Paper presented at the Annual Meeting of the Northwest Regional Conference of the National Council of Teachers of English (Portland, OR, April 27-29, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Speeches/Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Classroom Techniques; *Critical Reading; *Dialogs (Literary); *Discourse Analysis; English Curriculum; English Literature; Group Discussion; Interaction; *Literary Criticism; Literary Devices; *Literature Appreciation; Reader Response; *Reader Text Relationship; Secondary Education
IDENTIFIERS- *Eagleton (Terry); Journal Writing; Textual Analysis

The literary theorist Terry Eagleton believes that literary study is the study of human discourse. To build on his idea for use in the classroom, it must first be assumed that literature constitutes a dialogue between the work (and its author) and the reader. The dialogue process can be introduced in a 2- to 4-week unit through a cluster of literary works that everyone will read. First, the students do their initial reading and make journal entries for all works. The teacher then establishes a format for dividing the students into dialogue groups--always by pairs, but allowing for frequent rotation, so that there is interaction among all the students. Once these preliminary steps have been taken, it is time for the student to "crack the codes" of the work: the language code (word meaning), the social code (identification of the geographical settings and speculation about the social values expressed), and the genre code (each genre has certain conventions that must be understood). Once individual students have refined their own approach to the work through journal writing, they should begin a structured dialogue with another student. For the final step in the process, extension of the dialogue to a larger audience, students write a paper and read to the group for comment and constructive criticism. (NKA)

ED 279 053 CS 505 527

Carter, Linda P.
The Narratives of Guests on Late Night Television Talk Shows: An Analysis of the Relationship between Personal Narratives and Context.
PUB DATE- Feb 87
NOTE- 39p.; Paper presented at the Annual Meeting of the Western Speech Communication Association (58th, Salt Lake City, UT, February 14-17, 1987).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Communication Research; Content Analysis; Dialogs (Language); *Discourse Analysis; Interpersonal Communication; *Interviews; *Personal Narratives; *Speech Acts; Television Research; Verbal Communication
IDENTIFIERS- *Context Effect; *Talk Shows

A study explored the relationship between personal narratives and their contexts by developing an analytical framework and applying it to the personal narratives told by guests on "The Tonight Show" and "Late Night with David Letterman." Three episodes of each program, containing a total of 22 personal narratives, were videotaped. Transcripts of these interviews included the dialogue of the guest and the host immediately prior to, and immediately after, the telling of the personal narrative. The analytical framework included the structure, function, and criteria for tellability of the personal narratives as well as the setting, participants, ends, act sequence, key (of tone), instrumentalities (forms of speech), norms, and genre of the show. Results indicate that the teller, the purpose for telling, and the type of story told are a reflection of the physical setting and psychological scene, the participants in the situation, the key of the situation, the use of instrumentalities, the norms of interaction and interpretation for the situation, and the specific genre. The narratives also aid in constituting and maintaining these contextual features. The analytical framework used was an effective methodological instrument for identifying the relationship between narratives and context. (Sample personal narratives and relevant tables are appended.) (SRT)

ED 279 066 EA 019 187

Rasmussen, Richard E.; And Others
Teaching Performance Profile--Diagnostic Evaluation. Reference Guide.
Digicator Systems Inc., Minneapolis, MN.
PUB DATE- 86
NOTE- 133p.
AVAILABLE FROM- Digicator Systems, Inc., 2116 Second Avenue South, Minneapolis, MN 55404.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Educational Diagnosis; Elementary Secondary Education; Evaluation; Evaluation Methods; Performance Factors; Performance Tests; Teacher Characteristics; *Teacher Effectiveness; *Teacher Evaluation; Teaching Methods

This document provides a reference guide for the Teaching Performance Profile--Diagnostic Evaluation created by the Digicator System, Inc., in response to an acknowledged need for better instructional performance of teachers. This guide is one product of a system designed to synthesize knowledge on teaching and make it available and applicable to teachers from all levels of instruction, giving them feedback and insight into their performance and allowing behaviors to be observed, categorized, appraised, analyzed, and quantified for the purpose of diagnosis, improvement, and evaluation. Components of the system are as follows: (1) standard teaching tasks are identified; (2) a record of teaching behaviors in scorable form is developed; (3) diagnostic information that allows the planning of remedial training and measures changes that occur is obtained; (4) a database is developed so researchers can develop standards and study related aspects of teaching; and (5) scores and resulting data provide a base for managing instructional development programs. Teacher performance characteristics are described in the areas of planning skills, use of materials, knowledge of content, lesson design, evaluation/feedback, meeting needs of all learners, motivation, reinforcement, classroom management, and professionalism; references are included. The evaluation form of more than 30 pages comprises the appendix. (WTH)

ED 279 080 EA 019 202

Pounder, Diana G.
Decision Making in Videotaped Selection Interviews: Age and Position Effects Retested.
PUB DATE- 85
NOTE- 26p.; Paper presented at the Annual Meeting of the Louisiana Educational Research Association (New Orleans, LA, 1985).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Decision Making; Elementary Secondary Education; Employer Employee Relationship; *Employment Interviews; Employment Qualifications; *Personnel Selection; Teacher Characteristics; Teacher Employment; *Teacher Placement; Videotape Recordings
IDENTIFIERS- *Age Bias

This study was designed to test the effects of a teaching candidate's age and the effect of the type of position under consideration on candidate ratings as assessed from a videotaped interview simulation. Independent variables manipulated were (1) candidate age in the taped interview (27 or 43 years old) and (2) the type of position under consideration (physical education teacher or social studies teacher). Candidates were evaluated on six criteria: (1) curricular knowledge, (2) ability to transmit knowledge, (3) willingness to contribute, (4) ability to create a friendly classroom environment, (5) potential for professional growth, and (6) ability to maintain student discipline. Results indicated that neither candidate age nor type of position had significant effects on candidate ratings, nor did specific interactions of the independent variables. This result contradicts results of previous resume studies testing the same variables in selection decisions, thus raising questions concerning the generalizability of selection research findings based on resume studies. The following recommendations are made for future studies: (1) stronger age manipulation; (2) separation of the interview's effect from other selection stages; (3) exploration in a relative, rather than an absolute, context; and (4) exploration in a variety of occupational settings. Two tables and a three-page bibliography are appended. (Author/IW)

ED 279 093 EA 019 216

More Effective Schools/Teaching Project. Third Annual Report.
Spencerport Central Schools, N.Y.
PUB DATE- Sep 86
NOTE- 236p.; In: Spencerport Central Schools More Effective Schools/Teaching Project Documents, Second Series; see EA 019 215.
LANGUAGE- English
EDRS Price - MF01/PC10 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Achievement; Annual Reports; Definitions; Educational Assessment; Educational Change; *Educational Environment; Educational Status Comparison; Elementary Secondary Education; Minimum Competencies; Minimum Competency Testing; *Program Development; *Program Effectiveness; Program Implementation; Review (Reexamination); *School Effectiveness; *Student Improvement
IDENTIFIERS- Connecticut School Interview; Disaggregated Analysis; New York (Spencerport)

This document is the third annual status report of the Spencerport (New York) More Effective Schools/Teaching Project. Section 1 describes nine documents developed during the project; identifies persons participating in the project; states the applicability of effective schools research to all levels of a suburban school system; and sets forth the basic assumptions, concepts, and research findings upon which the district's master plan was built. Section 2, "Student Achievement" (containing summary tables and comments and disaggregated analyses of student achievement and concomitant goal data for five schools) sets forth changes in student achievement which occurred during the life of the project. Section 3, " Correlates of an Effective School," includes summary tables and comments as well as activities pertinent to each correlate and needs assessment data for the five schools. Appendices include: "How to Read a Disaggregated Analysis"; "The Master Plan"; "Third Overview of the More Effective Schools/Teaching Projects"; "What Is an Effective School?" (Robert E. Sudlow); and "Summary of Responses to the Connecticut School Interview, May 1983, May 1984, May 1985 and May 1986." Numerous tables, graphs, and charts are included. (IW)

ED 279 118 EC 191 739

Harnisch, Delwyn L.; And Others

Digest on Youth in Transition.

Illinois Univ., Champaign. Secondary Transition Intervention Effectiveness Inst.
SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC.
PUB DATE- 86
NOTE- 162p.; For related documents, see EC 191 736-746. Some charts may not reproduce clearly.
CONTRACT- 300-85-0160
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Numerical/Quantitative Data (110) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Disabilities; *Education Work Relationship; *Employment Patterns; *Employment Statistics; *Outcomes of Education; Secondary Education; *Statistical Data
IDENTIFIERS- High School and Beyond (NCES)

The report, which is part of a series, contains data examining the educational, employment, and independent living outcomes attained by handicapped youth as they exit school and enter the work force. An introduction to the secondary analysis of extant data sources (such as the High School and Beyond data base) is provided in Chapter I. Chapter II contains tables describing the percentage of youth presently served (by handicapping condition) based on data from the Seventh Annual Report to Congress on the Implementation of the Education of the Handicapped Act. The third chapter provides data which profile the handicapped sample in "High School and Beyond," Chapters IV and V contain tables on educational outcomes for the handicapped versus nonhandicapped youth and present comparisons among specific handicapping conditions. Chapter VI contains tables and figures on first job employment earnings, hours worked, occupations chosen, and other factors associated with employment. Chapter VII presents summary tables on employment data for six selected handicapping conditions of youth. Among appendixes are a listing (by state) of number of handicapped youth served, detailed explanations of the High School and Beyond variables, and the original employment questionnaires. (DB)

ED 279 131 EC 191 761

Anderson, Betty N.; Bower, JoAnn C.

Statewide Evaluation of Early Education Programs for Handicapped Children in Louisiana, 1985-86. Summary Report: Professional Ancillary Staff.

Louisiana State Dept. of Education, Baton Rouge. Bureau of Evaluation.

PUB DATE- Sep 86
NOTE- 20p.; For related documents, see EC 191 758 and EC 191 760-764.
GRANT- G0084C3509
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Adapted Physical Education; *Ancillary School Services; *Disabilities; Educational Assessment; Facility Requirements; Interviews; Occupational Therapists; Physical Therapists; *Preschool Education; *Professional Personnel; Program Effectiveness; *Program Evaluation; Qualitative Research; Questionnaires; School Nurses; Speech Therapy; Staff Role; State Programs; Therapists
IDENTIFIERS- *Louisiana

The first section of the document consists of the questionnaire/survey instrument completed by 70 professional ancillary staff (including speech, physical, and occupational therapists, adapted physical education teachers, and registered nurses) as part of a study designed to evaluate the quality and efficiency of early education programs serving handicapped children (ages 3-5) in Louisiana during 1985-86. Frequency distribution of responses are shown on the instrument. The second section is a narrative developed from interview data with professional ancillary staff members. Staff roles are discussed, and program concerns of physical and occupational therapists noted. More than half of the professional ancillary staff interviewed indicated a lack of adequate working space and appropriate equipment. (JW)

ED 279 144 EC 192 106

Smith, Patricia McGill
The Future of Special Education: A Parent's Case Study.
PUB DATE- 87
NOTE- 22p.; In: The Future of Special Education: Proceedings of the Council for Exceptional Children Symposium (Lake Geneva, Wisconsin, May 1986); see ED 276 245.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adjustment (to Environment); Case Studies; *Delivery Systems; *Disabilities; Elementary Secondary Education; *Moderate Mental Retardation; *Parent Attitudes; Personal Narratives

Written by the parent of a moderately retarded daughter, the paper highlights helpful and disappointing events in the family's efforts to find appropriate services. After a brusque diagnosis by a doctor, early intervention support was obtained. This experience afforded factual information, emotional support, and opportunity for the child's mother to become part of a teaching team and to learn how to make existing service systems responsive. Preschool experiences included both part-day and full day programs. Elementary school enrollment was in a special private school where the child learned to read. Interaction of the father and siblings has become supportive. Other family concerns have included family respite needs, leisure programs, financial concerns, the need for related services, the child's social/sexual development, prevocational programs, achieving family balance, and the difficulties caused by family relocation (such as adjusting to a much larger school and coping with the lack of appropriate leisure time services). Interviews with other parents indicate their support for the Education for All Handicapped Children Act, and their concerns about implementation of the least restrictive environment provision, state of the art services, transition into the community, and continuation and strengthening of the law. (DB)

ED 278 784 CE 046 158

Central Regional Annual Research Conference in Agricultural Education Proceedings (41st, Chicago, Illinois, February 22-23, 1987).

Michigan State Univ., East Lansing. Dept. of Agricultural and Extension Education.

PUB DATE- Feb 87

NOTE- 275p.; Tables, pages 56-74 contain small print; page 149 is marginally legible due to light typeface.

LANGUAGE- English

EDRS Price - MF01/PC11 Plus Postage.

PUB TYPE- Collected Works - Proceedings (021) Reports - Descriptive (Program/Project Descriptions) (141) Reports - Research/Technical (143)

DESCRIPTORS- Agribusiness; *Agricultural Education; *Computer Assisted Instruction; Educational Assessment; *Educational Research; *Educational Trends; *Extension Education; Futures (of Society); Information Networks; Marketing; Postsecondary Education; Program Evaluation; Program Improvement; Secondary Education; Teacher Qualifications; *Vocational Education Teachers

This proceedings contains 18 papers on agricultural research issues selected by panel review plus the keynote address, a conference summary, and the conference agenda. The following papers are included: "Research in Agricultural Education: Requisites for Further Progress" (Warmbrod--keynote address); "Marketing Agricultural Education" (Casey, Leske, Krueger); "Attitudes of Nebraska Superintendents, Principals, and Vocational Agriculture Instructors about the Delivery of Adult Education through Secondary Vocational Agriculture Programs" (Adelaine, Foster); "College Administrators' Image of the Agricultural Teacher Education Programs: A National Study" (Miller, Dlamini, Crunkilton, Lee); "Computer Skills Needed by Secondary Agribusiness Students" (Henderson, Newman); "Evaluation of a Microcomputer Simulation Teaching Strategy" (McCaskey, Birkenholz, Stewart); "Evaluation of a Statewide Pilot Project to Integrate an Online Agricultural Information Network into the Classroom" (Peters, Pershing); "The Teaching Performance of Graduates of Teacher Education Programs in Vocational and Technical Education and Their Decision to Teach" (Wardlow); "Factors Associated with the Problem-Solving Ability of High School Students Enrolled in Vocational Horticulture" (Chautong, Warmbrod); "Levels of Cognition of Testing and Student Assignments in the College of Agriculture, The Ohio State University" (Newcomb, Trefz); "Professional Competencies Needed by Beginning Cooperative Extension Agricultural Agents in Minnesota, North Dakota, and South Dakota" (Luft and Keita); "Delivery of Adult Agricultural Education: A Case Study" (Miller, Cano); "Attitudes toward Competition in a Youth Organization: A Case Study" (Smith, Rohrer, Collins); "Increased Secondary Graduation Requirements: Their Influence on Vocational Agriculture and Vocational Education Programs in Washington" (Simon, Kleene); "Current Status of Women Teachers of Vocational Agriculture in Ohio and Their Perceptions of Their Place in the Profession" (Knight); "Impact of the Minority Apprenticeship Program Experience on Selection of a Major Preference in the College of Agriculture and Natural Resources by Minority Freshmen at Michigan State University" (Wallace); "A Follow-up Evaluation of a Fruit and Vegetable Program for Vocational Agriculture Teachers" (Gamon, Burton); "Safety Assessment of North Dakota Vocational Agriculture Mechanics Programs" (Priebe, Nichols); "Workshop Effect on Curriculum Implementation" (Mullinix, Weston, Linhardt); and "Conference Summary and Planning for 1988" (Moore). (MN)

ED 278 851 CE 046 405

Norris, Lila; Shatkin, Laurence
SIGI PLUS at ETS: Development and Field Testing. Research Memorandum.
Educational Testing Service, Princeton, N.J.
REPORT NO.- RM-86-5
PUB DATE- May 86
NOTE- 22p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Adult Education; *Adults; *Business; Career Choice; Career Counseling; *Career Guidance; Career Planning; *Computer Oriented Programs; Corporate Education; Field Tests; Occupational Information; *Online Systems
IDENTIFIERS- *System of Interactive Guidance and Info Plus

A prototype corporate version of SIGI PLUS a computer-based career guidance system, was developed by the Educational Testing Service (ETS) to serve the career counseling needs of adults in companies. It included a large store of nationally applicable occupational information that could be readily linked online to employer-provided company information. All information was integrated into a structure covering the process of career choice. The prototype system was field-tested at ETS. To expand the customizing options of the generic version, ETS programmed sections of the corporate version to enable users to select a SIGI PLUS occupational title and then see the full list of corporate jobs subsumed under the title and to make users aware of which occupations are linked to company jobs. Evaluation participants (66 ETS employees) completed two questionnaires, one administered both before and after use of SIGI PLUS and one only after use, and then used SIGI PLUS. In general, participants liked SIGI PLUS and found it useful either in confirming present career plans or suggesting new ideas. It was helpful in self-assessment, increasing awareness of career opportunities, and developing positive feelings about the future. Ninety percent would recommend the system. Small positive differences in employee attitudes were noted. (Instruments are appended.) (YLB)

ED 278 981 CS 008 719

Ryan, Sheila M.
Taking the Top Off Their Heads: Examining Young Readers' Transactions with Text.
PUB DATE- May 85
NOTE- 20p.; Paper presented at the Annual Conference of Children's Literature in Elementary Education (17th, Athens, GA, May 10-11, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Basal Reading; Cognitive Processes; Elementary Education; Evaluation Criteria; *Evaluation Methods; *Informal Reading Inventories; Metacognition; Reader Response; Reader Text Relationship; *Reading Achievement; Reading Comprehension; *Reading Diagnosis; *Reading Instruction; *Reading Processes; Reading Research; Reading Strategies; Student Evaluation

Reading evaluation should (1) be a continuous process using many samples of a learner's work, (2) allow students to engage in uninterrupted reading, (3) constitute a learning situation, and (4) indicate new directions for improvement in an open-ended manner. Current practices for evaluating children's reading processes are usually based on samples of work that are part of the basal reading series and offer only a limited view of students' abilities. Basal series also stress a mastery learning approach, which leaves little time for the uninterrupted reading needed for a fair evaluation of reading processes. Finally, students who fail to meet the criteria to progress to the next level in a basal reading program are offered more basal reading rather than new avenues for improvement. A more accurate alternative, naturalistic assessment is based on observing students' responses to reading as they are recorded through devices such as checklists, anecdotal records, tape recording, and work samples. These procedures can be structured as learning activities in the course of teacher-student interviews. Students can respond individually or interact with a group in response to a text, and by carefully structuring these interviews, teachers can make inferences about students' covert thinking processes in reading. This and other adaptations of the interviewing process fulfill the criteria for effective reading evaluation. (Categories of reading strategies are included.) (SRT)

ED 278 825 CE 046 359

Educational Elements of a Comprehensive State Policy on Aging.
New York State Education Dept., Albany. Office for Policy Analysis.
PUB DATE- Dec 86
NOTE- 54p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Agency Role; *Aging (Individuals); Community Programs; Educational Gerontology; *Educational Needs; *Educational Policy; *Educational Responsibility; Educational Trends; Futures (of Society); Institutional Cooperation; Institutional Role; Intergenerational Programs; Older Adults; Policy Formation; Program Development; Relevance (Education); *Research Needs; Retirement; Services; *State Programs
IDENTIFIERS- *New York

The aging of New York State's population poses both a challenge and an opportunity for the major institutions of society. The challenge facing educators is to develop a comprehensive strategy to mobilize the capacity of the educational system to address the multiple needs of an aging population in the context of existing social and economic conditions. This paper presents six major policy directions for the coordination and development of programs for the elderly: (1) provide education and training opportunities for older persons; (2) enhance the coordination of services for the elderly; (3) involve the elderly as active participants in society; (4) educate students at all levels about aging; (5) train needed professional, paraprofessional, and informal service providers for older persons; and (6) increase the research potential of

postsecondary institutions to address the needs of the elderly. The policy statement suggests a number of program options to implement each policy direction. These recommendations address the need to establish a New York State Clearinghouse on Aging, a loan and fellowship program in gerontology and geriatrics, special state aid for services to the elderly, and development and dissemination of model programs for the elderly. Appendixes to the report provide statistics on the elderly population; list major organizations, geriatric and gerontological centers, and Area Agencies on Aging that are part of the service network for older persons; and give references. (KC)

ED 278 895 CG 019 673

Gottsegen, Gloria B.
Rigidity in Protecting Professional Orientation: Impact on Family Psychology.
PUB DATE- 24 Aug 86
NOTE- 10p.; Paper presented at the Annual Convention of the American Psychological Association (94th, Washington, DC, August 22-26, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Counseling Theories; *Counselor Role; *Family (Sociological Unit); *Family Counseling; Helping Relationship; *Professional Services; Psychotherapy

There seems to be a preoccupation with "the family" today, and a current competition for the role of Family Saviour within the helping professions. Practitioners are much more conscious about protecting their territory from infringement by competitors in the current funding situation of human services. Overlapping

professionals doing variations on the family therapy theme include family therapists, social workers, pastoral counselors, etc. Since psychology is an amalgram of art and science, the question arises of whether there is room for conceptual certainty or rigidity on the part of family practitioners. The need on the part of working professionals to defend their domain in the therapy session works to the detriment of the family. Expressions of this defensive posture are manifested by structural rigidities which predetermine therapist responses; a blindness to client data which would require an unorthodox response; or in-session therapist resistance. Psychotherapy should be formulated to meet the uniqueness of the family's needs, rather than tailoring the family to fit a hypothetical theory of human behavior. (ABL)

ED 278 953 CS 008 684

Lynch, Marion E.
Right Brain Activities to Improve Analytical Thinking.
PUB DATE- May 85
NOTE- 15p.; Paper presented at the Annual Meeting of the International Reading Association (30th, New Orleans, LA, May 5-9, 1985).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Brain Hemisphere Functions; Classroom Techniques; Cognitive Development; Cognitive Processes; Cognitive Style; Critical Reading; *Critical Thinking; Learning Activities; *Literary Criticism; Literature Appreciation; *Reading Instruction; Reading Strategies; Secondary Education; Skill Development
IDENTIFIERS- *Clustering (Reading); Orwell (George)

Schools tend to have a built-in bias toward left brain activities (tasks that are linear and sequential in nature), so the introduction of right brain activities (functions related to music, rhythm, images, color, imagination, daydreaming, dimensions) brings a balance into the classroom and helps those students who may be right brain oriented. To study Orwell's "1984" in an advanced reading class, activities were developed that used clustering (a technique that involves brainstorming and free associating and that fosters right brain activities) as a basis for information processing. Clusters were used to review the characters--first male and then female--and the story, and all information was written on the blackboard simultaneously so that the students could see the relationships between the characters and the society. The symbolic meaning of the characters, their behavior and their significance was explored in group discussions. By understanding the characters, the students were thinking creatively, seeing relationships and understanding the complexities of the book. Clustering, a right brain activity, helps students process information in a more balanced way, by aiding in perceiving, in understanding, in analyzing and drawing conclusions. (Several illustrations of group clusters are appended.) (NKA)

ED 278 997 CS 210 180

Karolides, Nicholas J., Ed.
The Humanities and Basic Skills.
Wisconsin Council of Teachers of English.
PUB DATE- Apr 84
NOTE- 34p.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Serials (022) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Basic Skills; Cultural Background; Elementary Secondary Education; Higher Education; *Humanities Instruction; Integrated Curriculum; *Interdisciplinary Approach; Program Descriptions; Reading Instruction; Remedial Instruction; *Teaching Methods; Writing Instruction

The articles in this journal issue present a rationale and methods for using elements of the humanities to teach remedial reading and writing. The titles of the articles and their authors are as follows: (1) "The Humanities and Basic Skills Project" (Nan Dougherty); (2) "The Humanities and Basic Skills" (Robert L. Horn); (3) "Beyond Fragmentation; Education and the Humanities" (H. Michael Hartoonian); (4) "Oral History in the Classroom: A Humanities Approach to Teaching the Basic Skills" (Nan Dougherty and Richard Pifer); (5) "Their Past Has Made Our Present" (Virginia Everson); and (6) "Moral Dilemma: The Ethnic Child and the Classroom Experience" (Edith Blicksilver). (HTH)

ED 279 040 CS 505 504

Kane, Peter E.
The Origins and Agenda of the Accuracy in Academia Movement.
PUB DATE- Nov 86
NOTE- 11p.; Paper presented at the Annual Meeting of the Speech Communication Association (72nd, Chicago, IL, November 13-16, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Freedom; Activism; Censorship; *Freedom of Information; *Freedom of Speech; Information Networks; Information Services; Information Transfer; *Intellectual Freedom; Mass Media; Moral Issues; News Media; News Reporting; Political Issues;

Sanctions; *Social Control; *Social Influences; Television; Textbook Bias; Textbook Content; Textbook Evaluation
IDENTIFIERS- *Accuracy in Academia; Accuracy in Media

A careful look at the philosophy and programs of the reactionary right shows that prominent among their activities is an assault on freedom of thought and communication. The reactionary right does not believe in the democratic idea of accountability, recognizes that accountability depends upon information, and works unceasingly to keep that information "secret." Television news and schools are important elements in an overall program of thought control, so ultraconservative groups like Accuracy in Media dedicate themselves to pressuring broadcasters to conform to their philosophy, while others like Eagle Forum pressure educators to eliminate such classroom subjects as values clarification, alcohol and drug education, any "globalism" study, or evolution. The goal is the complete elimination of information that does not conform to their ideology. Accuracy in Academia has been created to be the cutting edge of this ongoing campaign, taking the agenda to the college level where they hope to conquer the last center for a free marketplace of ideas. Because their program is so completely outside the mainstream of American political thought, it is easy to underestimate the threat to the principles of freedom of expression posed by the totalitarians of the reactionary right, but identifying the nature of the opposition is a first step in the fight against them. (NKA)

ED 279 105 EA 019 230

ECIA Chapter 2 Evaluation Unit Final Evaluation Report. E.C.I.A. Chapter 2.

District of Columbia Public Schools, Washington, DC. Div. of Quality Assurance.

PUB DATE- Aug 86
NOTE- 54p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Design; Elementary Secondary Education; Evaluation; *Evaluation Methods; Federal Aid; *Federal Programs; *Institutional Evaluation; Professional Development; Public Education; Public Schools; Technical Assistance; Theories
IDENTIFIERS- *District of Columbia; *Education Consolidation Improvement Act Chapter 2

The purpose of the Evaluation Unit is to facilitate educational accountability by providing information to the District of Columbia Public Schools; to fulfill the requirements of the Educational Consolidation and Improvement Act (ECIA) of 1981; and to give technical assistance in evaluation to project coordinators. For each project that was evaluated, the director or another researcher developed an evaluation design based on the goals, objectives, inputs, processes and outcomes described by the project coordinator. The evaluation follows the Planning, Monitoring, and Implementing (PMI) Evaluation Model for Decision-Making developed by the district's Division of Quality Assurance. Submitted outcome data were tallied, analyzed, summarized, and interpreted in light of the intended outcomes, based on the objectives. This final report includes the interim report data brought up to date, plus the agreements and discrepancies between intended and observed outcomes for each objective. The stated objectives were to (1) evaluate the designated projects as evidenced by completed final reports; (2) provide assistance by the ECIA Chapter 2 Evaluation team in areas of design, theory, and implementation of projects; (3) aid project coordinators in the dissemination of the evaluation of their projects; and (4) encourage evaluation personnel to participate in professional development, as evidenced by certificates of completion and registration material of conferences attended. Supporting data are included in six appendices. (WTH)

ED 278 772 CE 045 095

Long, James S.; And Others
Growing Responsive Organizations: The Experience of Rural Ministry Resources, Inc.
PUB DATE- 24 Oct 86
NOTE- 11p.; Paper presented at the Annual Meeting of the American Association for Adult and Continuing Education (Hollywood, FL, October 24, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adult Education; Adult Learning; *Church Programs; Church Workers; Clergy; *Continuing Education; *Educational Innovation; Educational Needs; Educational Resources; Postsecondary Education; *Program Development; *Program Implementation; *Rural Education
IDENTIFIERS- *Rural Ministry Resources

Rural Ministry Resources (RMR) was started in the early 1970s by the Rev. King Rockhill in order to meet the needs of ministers from various denominations who served rural communities in the Pacific Northwest. Executives from subscribing denominations and local parishes established a formal, representative board of directors to set policy and evaluate programs. RMR has flourished because it specialized in meeting unique needs of rural churches--and other "small" churches having similar needs. RMR has also had a growing capacity to match needs with helpful resources. It established four program areas: continuing education, parish development, pastoral support, and contract services. The director also continues to participate in educational activities and engage in a variety of jobs that bring him close to many types of people. Based on the RMR experience, some recommendations can be made for other adult education organizations: (1) listen carefully to needs of prospective clients; (2) experiment with low-cost sample programs; (3) enable early participants to become advocates for further support from within their own organizations; (4) create a representative decision-making body to allocate and remain responsible for resources; (5) identify new programs as effective ways for responsible executives to meet their obligation to their constituencies; (6) broaden the means, matching needs with resources; (7) support the programmer's own learning; and (8) link up with other organizations. (KC)

ED 278 797 CE 046 269

Moped Rider Education.
Iowa State Dept. of Public Instruction, Des Moines.
PUB DATE- Jan 87
NOTE- 107p.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Administrator Guides; *Course Content; *Curriculum Development; *Driver Education; Educational Media; Instructional Materials; *Legal Responsibility; Program Evaluation; Secondary Education; *State Legislation; State Standards; Teacher Qualifications; Traffic Safety
IDENTIFIERS- *Iowa; *Mopeds

This administrative guide is intended to assist those interested and involved in developing, administering, and teaching moped rider education in Iowa. It is divided into three parts. The first outlines the guide's purpose, presents the rationale behind moped rider education, and cites pertinent sections from the Iowa State Code and Iowa Administrative Code. Discussed in the second section are the following aspects of course organization and administration: sponsorship; liability; cost factors; student fees; student enrollment, performance, and evaluation policies; approved program standards (pertaining to teacher qualifications, public school and other programs, content- and time-base programs); approval procedures; certificates of completion; and moped driver's license application procedures. The third section, which constitues the bulk of the document, discusses the following topics: course content, instructional objectives, transparency/copier masters, teaching tips concerning transparency/copier masters, slides, teaching tips concerning slides, Code of Iowa reprints, Iowa Administrative Code reprints, audiocassettes, videocassettes, questions for determining a person's moped intelligence quotient, printed materials, other resources, use of mopeds for instruction, riding sessions, driver's licenses, financial responsibility, waiver forms, evaluation items, and program evaluation. (MN)

ED 278 811 CE 046 312

An Integrated Vocational Education and Math Skills Model. Implementation Guide.

Corvallis School District 509J, Oreg.

SPONS. AGENCY- Oregon State Dept. of Education, Salem. Div. of Vocational Education.
PUB DATE- 86
NOTE- 109p.; For a related inservice guide, see CE 046 313.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Academic Education; *Course Content; Course Organization; Credits; *Curriculum Development; Demonstration Programs; Guidelines; *Integrated Curriculum; *Mathematical Applications; *Mathematics Instruction; Models; Program Development; Secondary Education; *Vocational Education

This guide is intended to help vocational and mathematics teachers design and implement integrated mathematics-vocational education courses. The guide is organized in six sections. Following two sections containing information about the project in which the guide was developed and how to use the guide, Section III provides guidelines for organizing a mathematics equivalency credit program. Examples of course sequences provide the user with direction in selecting credit sequences. Mathematical applications by content units are provided in matrix format in Section IV. This section is divided into two parts. Part A provides a sample matrix of mathematical applications by content units in the three pilot programs involved in the project. This matrix provides examples of mathematical applications being made by teachers in Corvallis, Oregon, where the project was developed. Part B is a mathematics checklist. Completion of the checklist is the critical part of the process for integrating mathematics into vocational courses and is intended as a team effort for vocational and mathematics teachers. Section V of the guide is a list of suggested resources. The final section (appendixes) contains three examples of matrixes showing applications by courses, by program area, and by content units; an equivalency credit application; and a notice to staff regarding student registration procedures. (KC)

ED 278 839 CE 046 387

Feldman, Deborah
JTPA Evaluation at the State and Local Level. Volume II: A General Planning Guide for State Users.
Washington State Dept. of Employment Security, Olympia.
SPONS. AGENCY- International Business Machines Corp., Armonk, N.Y.; National Commission for Employment Policy (DOL), Washington, D.C.
PUB DATE- Mar 86
NOTE- 189p.; A product of the JTPA Evaluation Design Project. For related evaluation materials, see CE 046 385-393.

LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Cost Effectiveness; Data Collection; Educational Legislation; *Employment Programs; *Evaluation Criteria; *Evaluation Methods; Evaluation Needs; Federal Legislation; Needs Assessment; *Program Evaluation; *Research Design; Research Methodology; *Statewide Planning
IDENTIFIERS- *Job Training Partnership Act 1982; Service Delivery Areas

This guide is intended to assist states and service delivery areas (SDAs) in addressing the new oversight responsibilities and opportunities stipulated by the Job Training Partnership Act (JTPA) with respect to planning a state-level evaluation. The following topics are covered in the individual chapters: the objectives and scope of JTPA evaluation (choosing to evaluate and reviewing JTPA evaluation materials and options); preliminary planning issues (assessing evaluability, building in utility, and understanding the organizational context); progression toward a JTPA evaluation plan (formulating evaluation questions and a research design, developing an evaluation plan, and estimating evaluation costs and benefits); and implementation issues (collecting and using data and funding and staffing a JTPA evaluation). A conclusion and suggestions for further reading are also provided. A report by Bonnie Snedeker entitled "A Report on a National/State Survey of Local JTPA Constituencies" is appended. (MN)

ED 278 867 CE 046 437

Ratekin, Ruth; And Others
Computer Literacy: An Instructional Unit.
University of Northern Iowa, Cedar Falls. School of Business.
SPONS. AGENCY- Iowa State Dept. of Public Instruction, Des Moines.
Div. of Career Education.
PUB DATE- 85
NOTE- 65p.
GRANT- FCS-85-02-71; FCS-86-02-71
LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Behavioral Objectives; *Computer Literacy; *Computer Oriented Programs; *Computers; *Computer Software; Employment Opportunities; *Futures (of Society); Learning Activities; Lesson Plans; *Office Occupations Education; Secondary Education; Technological Advancement

This instructional unit on computer literacy is intended for use as a 9-week course meeting five days per week for 50-minute class periods. If tied to a 9-week course in keyboarding or combined with additional materials on programming or software applications, it could also be expanded into a semester course. The following topics are covered in the individual chapters: the role of computers in society; ways in which computers affect society (historical development of computers, their effects on quality of life, economic effects of computers, concerns arising from computer use, and rapid technological changes in business); the way in which computers work (system components, binary code, kinds of computers, and differences between hardware and software); procedures for using computers (operation of a computer system, techniques in analyzing and solving a problem through flowcharting, procedures for writing and executing simple programs coded in BASIC, introduction to other languages, and software applications); and career opportunities in areas using computer technology. Each chapter includes some or all of the following: objectives, an outline of the section's general content, teacher and student learning activities, and resources. A list of print and nonprint references concludes the guide. (MN)

ED 278 881 CG 019 659

Socoski, Patrick M.
Responses to Sex-Bias Criticism in Cognitive Moral Theory.

PUB DATE- 84
NOTE- 34p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)

DESCRIPTORS- *Cognitive Development; *Moral Development; Moral Values; Personality Development; *Personality Theories; *Sex Bias; *Sex Differences; Value Judgment
IDENTIFIERS- *Gilligan (Carol); *Kohlberg (Lawrence)

This paper explores the issue of sex bias in a contemporary major theory of moral development, cognitive moral theory. It explains critical reactions by Carol Gilligan and others questioning whether cognitive moral theory adequately accounts for female moral reasoning and behavior in its theory and research procedures. Several general characteristics of moral responsiveness that reflect observations of differences in how men and women construct the relation between self and others--formulated by Gilligan and Lyons--are included. The paper summarizes and evaluates the responses to such criticism by Lawrence Kohlberg, a leading proponent of cognitive moral theory. Also discussed are the findings of Walker (1982), who investigated sex differences in moral reasoning by conducting a literature review of 54 studies employing the Moral Judgment Interview and 24 studies employing the Defining Issues Test. A review of Nunner-Winkler's critique of Gilligan and the response of Kohlberg et al. is presented to illustrate that cognitive moralists have listened to the critique. A summary discusses the overall sufficiency of Kohlberg's response to criticism of sex bias in cognitive moral theory and notes problems remaining in the area of sex differences in moral behavior and moral development. (Author/NB)

ED 278 910 CG 019 689

Let's Get AHEAD (Health-Education-Alcohol & Drug). Activities K-6.
New York State Education Dept., Albany. Div. of Program Development.
PUB DATE- 84
NOTE- 31p.; For a related document of activities for grades 7-12, see CG 019 690.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Alcohol Education; *Class Activities; Classroom Techniques; *Drug Education; Elementary Education; *Elementary School Students; *Health Education; Learning Activities; Prevention; *Teaching Methods
IDENTIFIERS- *New York

This book of activities for use with elementary school students lists 10 salient points in each of three areas: health education, alcohol education, and drug education. Suggested activities are then described for students in kindergarten through third grade and for students in fourth through six grades. Activities are suggested in 10 categories: (1) human growth and development; (2) emotional health; (3) nutrition; (4) environmental health; (5) family life education; (6) diseases and disorders; (7) consumer health; (8) alcohol, tobacco, and other drug substances; (9) safety, first aid, and survival; and (10) community health. (NB)

ED 278 925   CG 019 704

10 Steps to Help Your Pre-Teen Say "No."
National Clearinghouse for Alcohol Information (DHHS), Rockville, Md.; National Inst. on Alcohol Abuse and Alcoholism (DHHS), Rockville, Md.
REPORT NO.- DHHS-ADM-86-1418
PUB DATE- 86
NOTE- 29p.; For related document, see CG 019 703.
AVAILABLE FROM- Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTORS- Alcoholic Beverages; *Drinking; *Drug Abuse; Interpersonal Communication; *Parent Child Relationship; *Parent Influence; Peer Influence; *Preadolescents; *Prevention

This booklet is one of two publications designed to assist parents in guiding their preadolescents away from experimentation with alcohol, tobacco, and other drugs, while enhancing the parent-child relationship. The book is divided into 10 steps: (1) talk with your child about alcohol; (2) learn to really listen to your child; (3) help your child feel good about himself or herself; (4) help your child develop strong values; (5) be a good model or example; (6) help your pre-teen deal with peer pressure; (7) make family policies that help your child say "no;" (8) encourage healthy, creative activities; (9) team up with other parents; and (10) know what to do if you suspect a problem. A conclusion and review section lists, in outline form, the 10 steps to help preadolescents say "no" to alcohol and other drugs, and key points of each step. Resource groups that can provide additional information to parents are listed and references are included. A special note to group leaders is provided for readers intending to use this publication in workshops to enhance parenting and general communication skills. (NB)

ED 278 939 CG 019 719

Panter, Abigail T.; And Others
Polarity of Accessible Constructs Varies as a Function of Task.
PUB DATE- Apr 87
NOTE- 19p.; Paper presented at the Annual Meeting of the Western Psychological Association (67th, Long Beach, CA, April 23-26, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Cognitive Processes; *Cognitive Structures; College Students; *Difficulty Level; Higher Education; *Personality Theories; *Personality Traits; *Task Analysis
IDENTIFIERS- *Bipolar Traits; *Polarity

Cognitive-based approaches to social and personality psychology have studied the structure of trait constructs in memory. The bipolar view of traits suggests that the activation of a trait construct such as "hostile" should be associated with the simultaneous activation of its semantic opposite "kind." The unipolar view, in contrast, can be summarized in terms of construct activation, but not activation of the construct's opposite semantic associates in the referent cognitive structure. A study was conducted to examine the representation and span of accessible trait constructs and, in particular, trait construct polarity. Undergraduates (N=43) completed a construct accessibility measure and, one month later, completed behavior generation and evaluative ratings tasks. Complete data were analyzed from subjects (N=34) who generated examples of behaviors describing people who had certain traits in the behavior generation task, and subjects (N=39) who rated the extent to which various statements were typically true or not true of themselves in the evaluative ratings task. The results generally support a bipolar trait representation across tasks. An important exception to this finding was obtained for positively valenced constructs in the behavior generation task. The results suggest that task may influence the structure of accessible trait constructs such that more complex processing leads to more polarized trait conceptions. Further, valence may impact on information elaboration about accessible trait constructs. (NB)

ED 278 967 CS 008 703

Singer, Marti; Etter-Lewis, Gwendolyn

Personality Type and College Reading Comprehension. College Reading and Learning Assistance Technical Report 86-06.

Georgia State Univ., Atlanta.

PUB DATE- Nov 86
NOTE- 32p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Cognitive Processes; Higher Education; *Individual Differences; Learning Processes; Personality Studies; *Personality Traits; *Reading Comprehension; *Reading Processes; *Reading Research; *Research Methodology; Story Grammar

In a study designed to further define individual differences in reading comprehension, 200 students enrolled in developmental reading courses at a large urban university participated in an experiment that investigated the relationship between personality type and reading comprehension. The students took a reading comprehension test consisting of five narrative and five expository passages and 58 comprehension questions. Each text type was compared with the dimensions on the Myers-Briggs Type Indicator, a personality instrument that measures individual preferences for one of a pair of opposite cognitive processes (Extraversion/Introversion, Sensing/Intuition, Thinking/Feeling, and Judging/Perceiving). The results indicated that most students, regardless of personality type, performed better on narrative text passages than on expository ones, a finding consistent with story grammar theory. In addition, the findings showed that personality can influence comprehension scores, particularly on the dimension of Thinking/Feeling, where an interaction between personality type and text type was found. The findings imply that researchers should assume a more integrated approach to the investigation and interpretation of the reading process. (FL)

ED 279 026 CS 210 331

Bratcher, Suzanne, Ed.
What We Are Thinking About...
Arizona English Teachers Association, Tempe.
PUB DATE- 87
NOTE- 31p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Collected Works - Serials (022)
DESCRIPTORS- *Classroom Environment; *English Instruction; Literature Appreciation; Periodicals; Secondary Education; Student Behavior; *Teacher Attitudes; *Teacher Background; *Teacher Student Relationship; *Teaching Experience; Work Environment
IDENTIFIERS- English Teachers

Encouraging a professional dialogue among teachers of English, this journal issue focuses on teachers' feelings about their own lives, their classrooms, their students, their specialized knowledge, and their problems. The titles of the essays and their authors, are as follows: (1) "Of Pigs and Stars: A Nebraska Memory" (G. L. Nelson); (2) "On Being on Base" (M. Diogenes); (3) "Confessions of a White House Ghost" (G. Fisher); (4) "Semi-Controlled Chaos: Getting "english" Out of the Classroom" (J. Forsyth); (5) "Making Lifelong Readers of Our Students" (M. A. Krabbe); (6) "Through the Year with Shawn (A Writing Experience)" (J. Franks); (7) "English and Language Arts--A Guided Tour through the State of the Art" (C. Suhor); and (8) "To the Power Brokers" (J. Hise). Poems by A. C. Bowman, L. Easton, and E. Hardt are also included, as is a letter by O. Osa discussing American literature in Nigeria. (JD)

ED 279 067 EA 019 188

Snyder, Karolyn J.
Competency Development for Principals.
PUB DATE- 16 Apr 86
NOTE- 25p.; Paper presented at the Annual Meeting of the American Educational Research Association (67th, San Francisco, CA, April 16-20, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Administrator Education; *Administrator Responsibility; Change Strategies; *Competence; Educational Administration; Educational Change; Elementary Secondary Education; *Job Development; *Management Development; *Models; Needs Assessment; Occupational Clusters; Organizational Objectives; Planning; *Principals; Staff Development; Work Environment; Workshops
IDENTIFIERS- Pasco County School District FL

This paper describes two conceptual models for addressing long-range development needs of principals. The first, a job competency model for managing productive schools, presents a comprehensive view of the central job tasks of the principal for stretching the school's capacity to influence achievement norms. Changing the school's work norms requires the interrelationship of four job task clusters: organizational planning, staff management, program development, and productivity assessment. Within these clusters fall the following 10 job competencies: schoolwide goal setting, work group performance, individual staff performance, staff development, clinical supervision, work group development, quality control, instructional program development, resources development, and evaluation. The second concept a competency development model within the context of a school district, provides a way of "thinking about" managing the competency development process of principals. It identifies the context for principal skill development (school district expectations and followup coaching) and the process of competency development in a workshop setting. Six steps (readiness, concepts, demonstration, practice, feedback/reinforcement, and transfer) provide a structure for the successful planning and management of the competency development process. Principals participating in the Managing Productive Schools Training Model, developed by the Pasco County (Florida) School District, reported that the peer coaching dimension was perhaps the most powerful of all in helping them to develop new levels of competence. Two figures are included, and three references are appended. (IW)

ED 279 081 EA 019 203

Davis, I. Lorraine; And Others
Dealing with Child Sexual Assault and Abuse: A Resource and Planning Guide. Revised. Bulletin No. 6509.
Wisconsin State Dept. of Public Instruction, Madison.
PUB DATE- Jun 86
NOTE- 52p.; For previous edition, see ED 245 363.
AVAILABLE FROM- Publication Sales Office, Wisconsin Department of Public Instruction, 125 South Webster Street, P.O. Box 7841, Madison, WI 53707.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Child Abuse; Elementary Secondary Education; Guidelines; *Information Networks; Intervention; *Legal Responsibility; Prevention; *School Responsibility; *Sexual Abuse; Victims of Crime
IDENTIFIERS- Wisconsin

Sexual abuse of children in the United States is far more pervasive than most educators realize, with studies estimating up to 500,000 annual occurrences. This revised resource and planning guide for Wisconsin schools should help districts deal with sexual abuse on school premises and suspicion of this behavior off campus. While the guide cannot cover every conceivable situation, it provides resources for inservice training, along with suggestions for curricula, prevention programs, and interviewing techniques. Part 1 defines the problem and provides samples of current Wisconsin prevention and intervention programs. Part 2 outlines recommendations for developing a school board policy and a model policy. The third and fourth parts describe sexual abuse indicators and appropriate response systems for various age groups. The fifth section outlines techniques for interviewing abused children and their parents, while the sixth section focuses on community networking and linkages, including names and addresses of local, regional, and national resources. Seven appendices list prevention projects in Wisconsin school districts, curriculum resources, national prevention programs, training resources, a bibliography with over 50 references, films and filmstrips, and legal references for Wisconsin. (MLH)

ED 279 132   EC 191 762

Anderson, Betty N.; Bower, JoAnn C.

Statewide Evaluation of Early Education Programs for Handicapped Children in Louisiana, 1985-86. Summary Report: Pupil Appraisal Staff and Child Search Coordinators.

Louisiana State Dept. of Education, Baton Rouge. Bureau of Evaluation.
PUB DATE- Sep 86
NOTE- 51p.; For related documents, see EC 191 758 and EC 191 760-764.
GRANT- G0084C3509
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Agency Cooperation; Classification; *Disabilities; *Educational Diagnosis; Eligibility; *Handicap Identification; Labeling (of Persons); Measurement Techniques; *Preschool Education; Program Effectiveness; *Program Evaluation; Qualitative Research; Questionnaires; School Nurses; School Psychologists; School Social Workers; Staff Role; State Surveys; Testing
IDENTIFIERS- *Louisiana

The document includes two questionnaire/survey instruments, one completed by 36 pupil appraisal personnel (e.g., psychologists, social workers, physical therapists, nurses) and the other completed by 38 child search coordinators as part of a study designed to evaluate the quality and efficiency of early education programs serving handicapped children (ages 3-5) in Louisiana during 1985-86. Each survey instrument shows the frequency distribution of the responses received and each is accompanied by a narrative developed from interview data. The most prevalent concerns expressed by pupil appraisal personnel related to the need for sound assessment instruments for children in the birth-to-2 and 3-to-5 age groups, and to inadequate training and experience in assessing young children. Concern was also expressed over the requirement to reevaluate children during their fifth year and classify them according to categorical eligibility standards to permit continuation of services. Basic appraisal processes were similar across programs. The roles of child search coordinators were explored, and types of child search activities reported (e.g., public service announcements and pamphlets). Among recommendations by child search coordinators was a program of public information and parent counseling, as well as the establishment of communication lines between local education agencies and other agencies that can provide related services. (JW)

ED 279 145 EC 192 108

Cegelka, Patricia Thomas
The Professional Odyssey of Dr. Kairo Aorist: A Case Study of Teacher Preparation in Special Education.
PUB DATE- 87
NOTE- 33p.; In: The Future of Special Education: Proceedings of the Council for Exceptional Children Symposium (Lake Geneva, Wisconsin, May 1986); see ED 276 245.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Disabilities; *Educational Trends; Elementary Secondary Education; Federal Legislation; *Futures (of Society); Government Role; Prediction; Preservice Teacher Education; *Special Education; Special Education Teachers; *Teacher Education

The paper is written in the form of three vignettes of a hypothetical special education teacher educator in the years 1975-76, 1985-86, and 1995-96. The intent is to trace developments in special education teacher education since the enactment of the Education for All Handicapped Children Act (P.L. 94-142) and to project trends for the next 10 years. Trends and issues identified for the 1975-76 period include an attitude of boundless optimism; litigation raising the national consciousness about the handicapped; an increasing demand for new teachers; course development in such areas as the severely handicapped and career education; and a large infusion of federal grant money for such innovations as competency based teacher education. Among current trends and issues illustrated in the vignette for 1985-86 are concern over appropriate identification measures for mildly handicapped students; mainstreaming; efforts by the federal government to extricate itself from the education of the handicapped; the demise of the Dean's Grants as a source of funding for preservice preparation of regular educators; a decreasing sense of mission; greater attention to direct instructional approaches rather than process remediation approaches; and increased emphasis on technology. Possible future scenarios for 1995-96 are discussed in terms of: the nature of schooling, teacher roles, personnel preparation, specialist credentialing, and program accreditation. (DB)

ED 278 852 CE 046 406

Burrow, Jim; Schwamman, Faye
Computer Applications in Marketing. An Annotated Bibliography of Computer Software.
University of Northern Iowa, Cedar Falls. School of Business.
SPONS. AGENCY- Iowa State Dept. of Public Instruction, Des Moines. Div. of Career Education.
PUB DATE- Jun 86
NOTE- 99p.
GRANT- FCS-86-02-01
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- *Advertising; Annotated Bibliographies; *Business Administration; Business Education; Computer Assisted Instruction; Computer Software Reviews; *Computer Uses in Education; *Courseware; Decision Making; Development; *Distributive Education; *Marketing; Postsecondary Education; Publicity; Secondary Education
IDENTIFIERS- Pricing

This bibliography contains annotations of 95 items of educational and business software with applications in seven marketing and business functions. The annotations, which appear in alphabetical order by title, provide this information: category (related application), title, date, source and price, equipment, supplementary materials, description (content review, evaluation of educational complexity and quality), use level, and length. The marketing and business functions by which the software is categorized are: product development, pricing/finance, promotion, distribution, operating, management/decision making, and business basics. A contents index enables users to locate the relevant entries for each category. Software is suitable for secondary and postsecondary marketing education. (YLB)

ED 278 998 CS 210 181

Karolides, Nicholas J., Ed.
Visual Literacy/Process Writing.
Wisconsin Council of Teachers of English.
PUB DATE- Oct 84
NOTE- 36p.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Serials (022) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Book Reviews; Elementary Secondary Education; Higher Education; Interdisciplinary Approach; Mass Media Effects; Prewriting; Revision (Written Composition); *Teaching Methods; *Visual Literacy; *Writing Instruction; *Writing Processes

The articles in this journal issue provide a rationale and methods for enhancing students' critical awareness of visual media and for a process approach to composition instruction. The titles of the articles and their authors are as follows: (1) "Reel English: Film Study in the High Schools" (James Griswold); (2) "Introducing History Media" (Michael W. Bergen); (3) "ERIC/RCS Report: Visual Literacy Comes of Age" (Hilary Taylor Holbrook); (4) "Conferencing: A Technique to Aid Writing Revision" (Connie Russell); (5) "Drama as Rehearsal for Writing" (Patrick M. Collins); and (6) "Revision: Blasting the Rock Face Open" (James P. Beck). Reviews of selected books for children, adolescents, and teachers are included. (HTH)

ED 279 012 CS 210 300

Corcoran, Bill, Ed.; Evans, Emrys, Ed.
Readers, Texts, Teachers.
REPORT NO.- ISBN-0-86709-187-8
PUB DATE- 87
NOTE- 264p.
AVAILABLE FROM- Boynton/Cook PUblishers, Inc., 52 Upper Montclair Plaza, P.O. Box 860, Upper Montclair, NJ 07043 ($10.75).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Class Activities; Elementary Education; Literary Criticism; *Literature Appreciation; Poetry; *Reader Response; *Reader Text Relationship; Reading Instruction; Reading Material Selection; Reading Processes; *Reading Writing Relationship; *Teaching Methods

Focusing on the need to offer and encourage the experience of reading literature in elementary schools, the essays in this book (1) explicate the range of theory known as reader-response criticism; (2) argue its distinctive relevance to the needs of young, developing readers; and (3) indicate how classroom practices might be changed to accommodate the insights offered by reader-response theorists. The following articles are included: "Readers, Texts, Teachers" (C. Young); "Readers Recreating Texts" (E. Evans); "Teachers Creating Readers" (B. Corcoran); "The Stories that Readers Tell" (R. Protherough); "Rendering Literature Accessible" (L. Brown); "Writing from Reading--'Dependent Authorship' as a Response" (P. Adams); "Reading/Writing in the Culture of the Classroom" (C. Young and E. Robinson); "Writing and Literature: Monitoring and Examining" (L. Stratta and J. Dixon); "Responding to Poetry: Create, Comprehend, Criticize" (M. Travers); "The Hidden Life of a Drama Text" (R. Arnold); and "Post Reader-Response: The Deconstructive Critique" (P. Gilbert). Together, these essays affirm the explanatory power of reader-oriented theory and, in their range of concerns, encourage teachers to conduct investigations of the transformation of real texts by real readers in their own classrooms. (JD)

ED 279 054 CS 505 531

Biggers, Thompson

Trait Emotion and Communication Apprehension.

PUB DATE- Nov 86
NOTE- 17p.; Paper presented at the Annual Meeting of the Speech Communication Association (72nd, Chicago, IL, November 13-16, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Affective Behavior; *Anxiety; College Students; *Communication Apprehension; Communication Problems; *Communication Research; Personality Traits; Regression (Statistics); Relaxation Training; *Speech Communication
IDENTIFIERS- Emotion Theory; *Trait Emotions

A study investigated the relationship of trait emotion to Communication Apprehension (CA). It was hypothesized that (1) persons with high CA scores will have lower trait pleasure, arousal, dominance, and arousal seeking tendencies; and (2) a regression equation could be produced in which communication apprehension scores may be explained in terms of trait emotion scores. Subjects, 197 post-secondary students, completed measures for trait emotions and communication apprehension. The second hypothesis was supported, and the first hypothesis was partially supported. Results of this study strengthen the idea that persons with high levels of CA also have different levels of trait emotion. Such persons seem to be distinguished by lower levels of trait arousal, dominance, and arousal seeking tendencies. These differences may help in accounting for the varying pattern of emotional response these persons seem to report when confronted with potential oral communication situations. (Tables of data are included). (NKA)

ED 279 094 EA 019 217

Sudlow, Robert E.
More Effective Schools/Teaching Project. Executive Summary of the Third Annual Report. Memorandum.
Spencerport Central Schools, N.Y.
PUB DATE- 18 Sep 86
NOTE- 9p.; In its: Spencerport Central Schools More Effective Schools/Teaching Project Documents, Second Series; see EA 019 215.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; *Educational Assessment; *Educational Change; *Educational Environment; *Educational Status Comparison; Elementary Secondary Education; Factor Analysis; Minimum Competencies; *Program Effectiveness; Program Evaluation; School Effectiveness; *Student Improvement
IDENTIFIERS- *Connecticut School Interview; Disaggregated Analysis; New York (Spencerport)

Teacher and administrator responses to the Connecticut School Interview, conducted as part of the Spencerport (New York) More Effective Schools/Teaching Project, indicated (1) that there are a number of correlates which can be considered areas of strength and (2) that steady improvement has occurred in installing correlates in each building and in strengthening the degree to which they are in place. Four tables (for May 1983, May 1984, May 1985, and May 1986) list baseline data for seven correlates in each of five schools. Results of a disaggregated analysis of student achievement show varying levels of improvement in reading, mathematics, social studies, English, writing, language, listening, and science. Changes are also reported in the numbers and scores of students taking the English and Social Studies Regents Exams. Progress is being made toward meeting the project's goal of 95 percent of all students attaining minimal academic mastery, with the current percentage between 72 and 100 percent. The project's concomitant goal of outstanding achievement is also being met, with unusually high proportions of students attaining scores in the top three stanines of the Stanford Achievement Test. (IW)

ED 279 119 EC 191 740

Phelps, L. Allen; And Others
Compendium of Project Profiles.
Illinois Univ., Champaign. Secondary Transition Intervention Effectiveness Inst.
SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC.
PUB DATE- 86
NOTE- 137p.; For related documents, see EC 191 736-746.
CONTRACT- 300-85-0160
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Career Education; *Demonstration Programs; *Disabilities; *Education Work Relationship; Employment Programs; *Federal Aid; *Grants; Models; Postsecondary Education; Relevance (Education); Secondary Education; *Transitional Programs; Vocational Adjustment; Vocational Rehabilitation; Vocational Training Centers

This compendium, which is part of a series, describes the current status of 105 demonstration projects funded by the United States Department of Education, Office of Special Education and Rehabilitative Services, as part of the Transition Initiative to help disabled youth make the transition from schooling to successful employment. Eight major sections define the different funding competitions occurring in 1984 and 1985: (1) Handicapped Children's Model Demonstration Programs: Youth Employment Projects; (2) Handicapped Children's Model Demonstration Program: Post-Secondary Projects; (3) Post-Secondary Educational Programs for Handicapped Persons--Demonstrations; (4) Post-Secondary Education Programs for Handicapped Persons--Demonstrations; (5) Rehabilitation Services--Special Projects; (6) Secondary Education Transitional Services for Handicapped Youth--Service Demonstration Projects; (7) Secondary Education and Transitional Services for Handicapped Youth: Cooperative Models for Planning and Developing Transition Services; and (8) Secondary Educational and Transitional Services for Handicapped Youth: Cooperative Models for Planning and Developing Transition Services. Information provided for each project includes: title, mailing address, contact person, phone number, geographic area served, number and type of students served, number of staff and parents served, project purpose, current focus of project activities, cooperating agencies and organizations, project evaluation plan, product availability and project descriptors. (CB)

ED 278 785 CE 046 200

Rivera, William M.
Comparative Extension: The CES, TES, T&V AND FSR/D. Occasional Paper #1.
Maryland Univ., College Park. Dept. of Agriculture and Extension Education.
PUB DATE- 24 Feb 86
NOTE- 23p.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Adults; Agricultural Education; *Comparative Education; Cross Cultural Studies; Developed Nations; *Developing Nations; *Extension Education; Farm Management; *International Education; Organizational Development; *Program Administration; *Program Implementation

IDENTIFIERS- *Cooperative Extension Service; Farming Systems Research and Extension Approach; Training and Visit System

Four extension systems are compared in this paper: the U.S. Cooperative Extension Service (CES), the "typical system" (TES) in developing countries, the Training and Visit System (T&V), and the Farming Systems Research and Extension (FSR/D) approach. While distinct in various ways from one another, interesting and useful insights can be gained through comparing and contrasting their purposes, organization, particular strengths, and special programs. Extension is seen to have several discrete definitions and aims, varying structural arrangements and hence, differing strengths and weaknesses. While organizational concerns may be the key factor for extension development experts currently working in underdeveloped countries, it is suggested that the linkage among educational, research, and extension bodies remains a major factor for success in the overall agricultural development process. (Author/KC)

ED 278 812 CE 046 313

An Integrated Vocational Education and Math Skills Model. Inservice Guide.

Corvallis School District 509J, Oreg.

SPONS. AGENCY- Oregon State Dept. of Education, Salem. Div. of Vocational Education.
PUB DATE- 86
NOTE- 93p.; For a related implementation guide, see CE 046 312.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Check Lists; Classroom Techniques; Course Content; Course Organization; Credits; *Curriculum Development; *Inservice Teacher Education; Instructional Materials; *Integrated Curriculum; Material Development; Mathematical Applications; *Mathematics Instruction; Postsecondary Education; Secondary Education; Teaching Methods; Transparencies; *Vocational Education; *Workshops

This guide is directed toward school districts that wish to become involved in an integrated vocational education and mathematics skills program and plan to incorporate a mathematics equivalency credit option. The guide contains materials that can be used to conduct three workshops for teachers on integrated mathematics-vocational courses. The first workshop is a three-to-four-hour orientation inservice session that involves both mathematics and vocational instructors. The focus is on the rationale for mathematics equivalency and the criteria for meeting mathematics requirements. The second workshop is a one-day work session for mathematics and vocational instructors. This session identifies course sequences, reviews curriculum guides, works through mathematics checklists to determine specific mathematics concepts being taught, approves course sequences for credit, and selects content units to be developed for presentation at the final workshop. The final workshop is a one-half day professional development inservice in which both mathematics and vocational instructors make presentations on how selected concepts are taught in their subject areas. Handouts and transparency masters are included in the workshop materials. The guide also contains a general checklist for planning, conducting, and evaluating inservice sessions. (KC)

ED 278 826 CE 046 360

Crook, Shirley J.
South Carolina Trade Examinations Handbook. Revised.
South Carolina State Dept. of Education, Columbia. Office of Vocational Education.
PUB DATE- Sep 86
NOTE- 81p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Industrial Arts; Postsecondary Education; *State Programs; *Teacher Certification; *Test Format; *Testing Programs; Test Manuals; *Trade and Industrial Education
IDENTIFIERS- *South Carolina Trade Examinations

The South Carolina Trade Examinations for trade and industrial education teachers are administered semiannually by the Office of Vocational Education. This handbook is designed to provide prospective trade and industrial education teachers, vocational administrators, State Department of Education personnel, and other interested parties with information specific to the trade examinations. The first part of the handbook contains the following information: introduction, South Carolina trade and industrial education Trade Examination Areas and codes for trades and industries certification, purpose of trade examinations, eligibility for taking trade examinations, examination fees, application for trade examinations, examination dates, procedures for administration, grading of trade examinations, notification of grades, and retaking the trade examination. The second part of the guide contains information sheets for the following trade examinations: agricultural mechanics, air conditioning and refrigeration, appliance repair, auto body and fender, auto mechanics, brick masonry, building construction (carpentry), business machine repair, cabinetmaking, commercial art, commercial cooking, data processing, diesel engine mechanics, drafting, electricity, electronics, graphic communications, heavy equipment mechanic, industrial maintenance mechanics, industrial sewing, machine shop, marine engine repair, painting and decorating, plumbing, radio and television repair, sheet metal, shoe repair, small engine repair, tailoring, textiles, and welding. Each information sheet describes the practical and the theory trade examination and provides sample questions with answers. (KC)

ED 278 840 CE 046 388

Grembowski, David

JTPA Evaluation at the State and Local Level. Volume III: A Guide for Process Evaluations.

Washington State Dept. of Employment Security, Olympia.
SPONS. AGENCY- International Business Machines Corp., Armonk, N.Y.; National Commission for Employment Policy (DOL), Washington, D.C.
PUB DATE- Mar 86
NOTE- 200p.; A product of the JTPA Evaluation Design Project. For related evaluation materials, see CE 046 385-393.
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)

DESCRIPTORS- Coordination; Cost Effectiveness; Delivery Systems; Educational Legislation; *Employment Programs; *Evaluation Criteria; *Evaluation Methods; Federal Legislation; *Formative Evaluation; Local Issues; Program Content; *Program Evaluation; Program Implementation; *Statewide Planning
IDENTIFIERS- *Job Training Partnership Act 1982; Service Delivery Areas

This guide is intended to assist states and service delivery areas (SDAs) in addressing the new oversight responsibilities and opportunities stipulated by the Job Training Partnership Act (JTPA) with respect to process evaluation. The first chapter provides an overview of the JTPA organizational system. Discussed next is the relationship among environment, governance, and the performance control system. The next four chapters deal with how to examine JTPA's mission, work, coordination, and social components. The final chapter covers interpreting findings. Appendixes include a JTPA implementation strategy and an explanation of why service delivery areas (SDAs) subcontract. A supplement entitled "Some Process Issues at the State Level" examines approaches to and methods of process evaluation. Appendixes to the supplement include discussions of the statewide JTPA service delivery system and cost-effectiveness analysis in an employment and training program. (MN)

ED 278 882 CG 019 660

Johnson, Colleen Leahy

Socially Controlled Civility: The Functioning of Ritual in the Divorce Process.

SPONS. AGENCY- National Inst. on Aging (DHHS/PHS), Bethesda, MD.
PUB DATE- Nov 86
NOTE- 21p.; Paper presented at the Annual Scientific Meeting of the Gerontological Society (39th, Chicago, IL, November 19-23, 1986).
GRANT- NIA-1R01-AG-05348; NIMH-1R01-MH/AG-35630
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Divorce; *Family Relationship; Grandchildren; Grandparents; *Prosocial Behavior; Remarriage; *Social Behavior; Spouses

IDENTIFIERS- *Etiquette; *Rituals

Rituals are often present at times of tension, change, and uncertainty and they perform important and diverse functions at such times. They are, however, virtually absent at one important and increasingly common event, divorce. Families do draw upon rituals to deal with in-law relationships following divorce. This report stemmed from a research project on the role of grandmothers in the divorces of their children. Interviews with 50 parent-grandmother dyads and with other individuals along the divorce and remarriage chains revealed how ritualized rules of interaction were used to control tension. Most members of post-divorce families must meet in chance encounters; the performance of family roles; and the celebration of ritual events entailing the children, including rituals of the calendar and transition rituals. For these individuals, rituals function at various social levels. They attempt to control the setting for interaction by creating a conflict-free or buffered zone. Divorced individuals initiate tension-reducing mechanisms of various types. Avoidance is often the most attractive option. When avoidance is not possible, observance of rules of etiquette can formalize interactions and stabilize the recognition of parental roles. Some individuals prefer to establish a joking relationship with former spouses and in-laws. Codes of etiquette allow former relatives to meet with civility during the ritual occasions which preserve continuities and integration between generations and between present and former in-laws. (NB)

ED 278 896 CG 019 674

Feare, John R.
Counseling as a Critical-Thinking Activity.
PUB DATE- Sep 86
NOTE- 10p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Counseling; *Counseling Theories; *Counselor Role; *Critical Thinking; *Learning Experience; *Learning Processes; *Self Evaluation (Individuals)

Counseling is one of the processes through which men and women may learn to take increasing responsibility for their self-creation as they apply what they learn in classrooms and elsewhere to their life-planning. Counseling is a learning process. Each person is in the process of creating his or her own life; this process will be enhanced by high quality learning experiences which encourage probing of ultimate questions and concentration on what really matters. In counseling sessions the counselor guides the counselee through a process of self- and social criticism for the purposes of problem solving, decision making, goal setting, and/or conflict resolution. Counseling is a critical thinking activity; the counselor is a facilitator of learning. Learning is facilitated by different people in different settings, by instructors in classrooms and by counselors in counseling sessions. The traditional community college division into instructional and student services makes no sense in this formulation. More and more people are championing critical thinking; ideally this critical thinking should include self-criticism. (ABL)

ED 278 954 CS 008 686

Help Your Child Become a Good Reader.
Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 87
NOTE- 5p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Educational Games; Educational Television; Elementary Education; *Home Programs; *Parent Participation; *Parent Student Relationship; *Prereading Experience; *Reading Achievement; *Reading Aloud to Others; Reading Attitudes; Reading Habits; Reading Instruction; Reading Interests; Reading Materials; Reading Readiness; Reading Skills; Recreational Reading; Story Telling

Focusing on reinforcing students' reading skills at home, this pamphlet emphasizes that parents should read aloud to children, talk to them about their experiences, take them places, limit their television-watching, and take an interest in their reading progress. Children's success and interest in reading is said to depend largely on whether they acquire knowledge at home, parents converse with them, they are encouraged to talk about their feelings, and--most importantly--whether parents read aloud to them. It is suggested that parents: (1) begin reading to children as early as possible; (2) talk to children about the stories; (3) relate story episodes to real-life events; (4) teach children the alphabet; (5) provide a proper place to read; (6) obtain records with follow-along books for children; (7) encourage children to watch educational television programs; (8) not expect that simply placing children in front of a computer terminal will improve their reading; (9) encourage children to make scrapbooks of letters and words; (10) prepare children to learning phonics; (11) encourage a positive attitude toward school; (12) keep abreast of children's school performance; (13) make weekly trips to the library with children; (14) initiate a reading hour; and (15) stay interested and involved in children's growth as readers. (JD)

ED 278 982 CS 008 722

Franklin, Elizabeth; And Others
New Perspectives on Comprehension.
North Dakota Univ., Grand Forks. Center for Teaching and Learning.
PUB DATE- Apr 87
NOTE- 10p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Collected Works - Serials (022)
DESCRIPTORS- Case Studies; Child Language; Childrens Literature; Grade 5; Higher Education; Intermediate Grades; *Language Processing; *Listening Comprehension; Preschool Education; *Reader Response; *Reader Text Relationship; Reading Aloud to Others; *Reading Comprehension; Reading Readiness; Story Reading
IDENTIFIERS- University of North Dakota

A group of elementary teachers enrolled in a graduate class in language arts at the University of North Dakota explored how children construct their own meanings as they interact with texts. One teacher regularly read to her 20-month-old grandson, and excerpts from the journal she kept reveal that his understanding of a specific text evolved to the point where he was constructing his own special meanings. A second teacher read extensively to a 4-year-old boy, asked him to discuss the stories, and invited him to tell an original story based on a theme from the one they had just read. The boy's story had some relationship to the one the teacher read to him, but he chose to invert a number of themes, thus creating his own meanings. A third teacher asked her fifth-grade students to write reports and creative stories after observing an ant farm. The report allowed students to read and write about those aspects of ant life they found interesting, while the creative assignment encouraged them to consider the world from an ant's perspective. These teachers viewed comprehension as the result of a personal quest for meaning and encouraged their students in this quest. (AEW)

Bocchi, Joseph S.

Technical Ethos in a Bureaucratic Setting: The Effects of Organizational Context.

PUB DATE- Mar 87
NOTE- 20p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (38th, Atlanta, GA, March 19-21, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Architects; *Business Correspondence; Engineers; *Organizational Communication; *Professional Personnel; *Technical Writing; Writing Processes; *Writing Research
IDENTIFIERS- *Audience Awareness; Context Effect; *Writing Style

A study examined the influence of organizational context on professionals' determination of appropriate style and technical content for external correspondence. Subjects were 200 architects and engineers employed by a state government agency whose mission is to provide design and construction management services to state facilities. Data were triangulated through analyses of writing samples and discourse-based interviews, observational notes, participants' questionnaire responses, and informal interviews with key informants. Results showed that although the subjects considered their report letters to other state agencies and contractors to be "technical" documents, they reported that they did not know the level of technical expertise of their intended audiences, or, if they did know, this understanding did not greatly influence their determination of appropriate style and technical content. Instead, the subjects reported that they typically decided the extent of technical material and the stylistic strength with which that material was presented based on three factors: (1) the writer's perception of his or her role in relation to the reader's role, as defined by the organization; (2) the writer's perception of the roles the document plays in the design and construction process and in the discourse chain associated with the specific project; and (3) the writer's perception of the document's relation to other discourses and other past, present, and future documents. (Author/FL)

ED 279 041 CS 505 506

Watson, Arden K.; And Others
Comparison of Communication Apprehension across Cultures: American and Swedish Children.
PUB DATE- Nov 86
NOTE- 20p.; Paper presented at the Annual Meeting of the Speech Communication Association (72nd, Chicago, IL, November 13-16, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Anxiety; Childhood Attitudes; Children; *Communication Apprehension; *Communication Problems; Comparative Analysis; *Cross Cultural Studies; Cultural Background; Cultural Context; *Cultural Differences; Foreign Countries; Sociocultural Patterns; Speech Communication
IDENTIFIERS- Anxiety Self Report; *Personal Report of Communication Apprehension; Reticence; Shyness; Stage Fright; Sweden

A cross-cultural study was undertaken to examine levels of communication apprehension reported by five- to eleven-year-old subjects in the United States and Sweden. The approach was twofold: the examination of elementary age subjects and the use of their native language. The Personal Report of Communication Fear was administered to 186 males and 183 females in the United States and to 207 males and 199 females in Sweden (where it was translated into Swedish). Results revealed a significant main effect for culture, with Swedish subjects showing greater communication apprehension than American subjects. Second, age appears to be a significant variable in the increase of apprehension--apparently children learn to be more apprehensive toward communication as they grow and develop. Third, although a significant interaction among the variables of culture, age, and gender was found, no pattern of gender differences emerged. This study suggests that significant amounts of apprehension developed and increased in the early years and indicates the need for further research to determine appropriate prevention and therapy and to determine cultural characteristics that may cause or prevent the development of communication apprehension. (A three-page reference list and data tables are included). (NKA)

Private, Non-Profit Schools, E.C.I.A. Chapter 2. Final Evaluation Report.

District of Columbia Public Schools, Washington, DC. Div. of Quality Assurance.

PUB DATE- Aug 86
NOTE- 45p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Computer Uses in Education; Educational Discrimination; Elementary Secondary Education; Equal Education; Federal Aid; *Federal Programs; *Institutional Evaluation; Instructional Material Evaluation; Instructional Materials; Nonprofit Organizations; *Private Schools; Public Education
IDENTIFIERS- *District of Columbia; *Education Consolidation Improvement Act Chapter 2

The purpose of this project is to ensure that children enrolled in private, nonprofit schools within the geographic boundaries of the District of Columbia have equitable participation in Education Consolidation and Improvement Act (ECIA) activities as compared to those enrolled in public schools. Practices have been established to fulfill the requirements and regulations and to assist these schools in planning, implementing and evaluating their programs. These practices are to provide goods and services; to provide opportunity for participation; to exercise direction and control over funds; and to monitor the provision of services. Evaluation follows the Planning, Monitoring, and Implementing (PMI) evaluation model for decision-making developed by the Division of Quality Assurance, District of Columbia Public Schools. The evaluation design for the project, developed at the beginning of the project year, consisted of reporting intended inputs, processing and outcomes on specially designed status report forms. This final report includes the interim report data brought up to date, plus the agreements and discrepancies between intended and observed outcomes for two objectives: that by June 30, 1986, the majority of private nonprofit schools shall have complied with all regulations and with their program plans, and that the ECIA administrative staff shall have established a computerized system to track data of participating private, nonprofit schools. Supporting data are included in four appendices. (WTH)

ED 278 773 CE 045 243

Baran, Nancy H., Ed.
Your Insurance Dollar. Money Management.
Household Financial Services, Prospect Heights, IL. Money Management Inst.
PUB DATE- 86
NOTE- 38p.
AVAILABLE FROM- Money Management Institute, Household Financial Services, 2700 Sanders Road, Prospect Heights, IL 60070 ($1.00; 10% discount of $25-$100 orders; 20% on orders over $100).

LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Adult Education; *Consumer Education; *Decision Making; Fire Insurance; Health Insurance; Home Economics; *Insurance; *Money Management; Postsecondary Education; Secondary Education

This booklet provides some practical guidelines for determining total insurance needs, examining options, and comparing costs. It discusses how to fit insurance costs into an overall financial plan, the necessity of adequate liability coverage, and the importance of keeping policies up to date. The next four sections highlight the basic types of insurance. The section on health insurance introduces conventional and prepaid plans, health maintenance organizations, and government programs. Information on disability insurance and tips on cutting health care costs are included. The section on life insurance describes the various types of policies--term, whole life, and universal. It shows how to read a policy, select a beneficiary, and shop for the best value. The section on auto insurance discusses the kinds of coverage offered in a standard policy, why auto insurance rates vary, and comparison shopping. The section on homeowners and tenants insurance tells how to take a household inventory and includes descriptions of the features found in a basic policy and the factors affecting premium costs. Other sections focus on other types of insurance, shopping for insurance, how to handle a claim, and handling insurance complaints. A glossary and a listing of suggested resources are appended. (YLB)

ED 278 868 CE 046 438

Van Tilburg, Emmalou
Performance-Reward Contingencies: The Role and Relationships of Perceived Equity in the Job Performance-Job Satisfaction Question.
PUB DATE- Dec 86
NOTE- 14p.; Paper presented at the Annual Meeting of the American Vocational Association (Dallas, TX, December 5-9, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Employee Attitudes; *Extension Agents; *Extension Education; *Incentives; *Job Performance; *Job Satisfaction; Organizational Climate; Postsecondary Education; Professional Recognition; Quality of Working Life; Recognition (Achievement); *Rewards; Self Actualization; State Surveys
IDENTIFIERS- 4 H Clubs; *Ohio

A study examined the relationship between reward contingencies and the levels of job performance and job satisfaction of Cooperative Extension Service county agents. Variables included self-rating of job performance; overall job satisfaction; satisfaction with pay, promotion, co-workers, the work itself, and supervision; agent program area; the perceived performance-intrinsic reward contingency; and the perceived performance-extrinsic reward contingency. Particular attention was paid to the role that perceived extrinsic rewards played in the job performance-job satisfaction relationship. The study population (N=244) consisted of all Ohio Cooperative Extension Service county agents and included 94 agriculture agents, 80 home economics agents, and 70 4-H youth agents. The agents reported a moderate amount of overall job satisfaction. Many were not satisfied with promotion opportunities. Only 20 percent scored in the high range with respect to satisfaction with pay and 10 percent scored in the low range. The facet of work found to be most satsifying was that of relationships with co-workers. Agents tended to reward themselves intrinsically for good performance, with 97 percent agreeing with the intrinsic reward contingency. Forty-two percent of the respondents disagreed, however, with the notion that the organization had a performance-contingent reward system (reflected by a 3.65 score on the extrinsic reward contingency, which was the lowest score in the study). (MN)

Let's Get AHEAD (Health-Education-Alcohol & Drug). Activities 7-12.
New York State Education Dept., Albany. Div. of Program Development.
PUB DATE- 84
NOTE- 33p.; For a related document of activities for grades K-6, see CG 019 689.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Alcohol Education; *Class Activities; Classroom Techniques; *Drug Education; *Health Education; Learning Activities; Prevention; Secondary Education; *Secondary School Students; *Teaching Methods
IDENTIFIERS- *New York

This book of activities for use with secondary school students lists 10 salient points in each of three areas: health education, alcohol education, and drug education. Suggested activities are then described for students in grades 7 and 8 and for students in grades 9 through 12. Activities are suggested in 10 categories: (1) human growth and development; (2) emotional health; (3) nutrition; (4) environmental health; (5) family life education; (6) diseases and disorders; (7) consumer health; (8) alcohol, tobacco, and other drug substances; (9) safety, first aid, and survival; and (10) community health. (NB)

ED 278 926 CG 019 705

Sullivan, Kathleen; And Others

Housing for Single Graduate Students: A Status Report.

PUB DATE- 85
NOTE- 9p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Adult Students; *College Housing; College Students; *Foreign Students; *Graduate Students; Higher Education; Student College Relationship; Young Adults

Residence communities which were designed to house graduate students have become facilities for all students aged 21 or older. This study surveyed 25 colleges that offer housing to older students, examining the areas of programming, facilities, relationship with the graduate school, student or community governance, and the population itself. The results revealed that, at most institutions, the common characteristic shared by these students is age: all students were 21 or older, with international and older undergraduate students housed in the same facility as graduate students. Facilities were apartment or suite configurations with a variety of cooking facilities and meal plans. Social programming was the primary focus of programming efforts. Relationships between the graduate or professional schools and graduate housing department were usually informal. Opportunities for participation in student government varied. Participation in residents' associations varied with student interest. Although resident staffs were managerial in focus, many were trained to respond to the needs of international students. Respondents felt more could be done to meet the needs of this older student population. (A list of surveyed institutions is included.) (ABL)

ED 278 999 CS 210 182

Karolides, Nicholas J., Ed.
Language Learning.
Wisconsin Council of Teachers of English.
PUB DATE- Jan 85
NOTE- 36p.
LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Serials (022) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Elementary Secondary Education; Evaluation Methods; *Language Acquisition; *Language Enrichment; Language Skills; Literature; Reading Instruction; Sentence Combining; *Teaching Methods; Theory Practice Relationship; Writing Instruction; Writing Processes
IDENTIFIERS- Whole Language Approach

The articles in this journal issue explore classroom methods for enhancing language acquisition. The titles of the articles and their authors are as follows: (1) Forests and Trees: Conservation and Reforestation" (Joyce S. Steward); (2) "Using Literature to Teach Language" (Richard D. Cureton); (3) "Language Learning through Sentence Combining" (Nicholas J. Karolides); and (4) "ERIC/RCS Report: Evaluating Language Development" (Fran Lehr). A list of the National Council of Teachers of English (NCTE) Achievement Award Winners from Wisconsin, as well as reviews of selected books for children, adolescents, and teachers are also included. (HTH)

Peterat, Linda, Ed.
The Conversation and Company of Educated Women. A Colloquy on Home Economics Education.
Illinois Univ., Urbana. Div. of Home Economics Education.

PUB DATE- 86
NOTE- 70p.; Papers presented at the symposium of the Special Interest Group, Home Economics Research, at the American Educational Research Association (67th, San Francisco, CA, April 16-20, 1986). Document is printed in small type.
AVAILABLE FROM- Illinois Teacher of Home Economics, University of Illinois, 350 Education Bldg., 1310 South Sixth Street, Champaign, IL 61820 ($5.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Collected Works - Proceedings (021)
DESCRIPTORS- *Educational Objectives; Educational Research; Futures (of Society); *Home Economics; *Home Economics Education; Postsecondary Education; *Relevance (Education); Research Methodology; *School Role; Secondary Education; *Womens Education

The papers in this publication are the result of a symposium assessing the role of home economics in women's education. In her paper entitled "The Human Sciences and Home Economics: An Emerging Conversation," Francine H. Hultgren questions the possibilities for home economics within the human sciences. "Hestian Hermeneutics: A Lens of Analysis for Home Economics," by Patricia J. Thompson, is a paper that claims the image of Hestia, goddess of the hearth, to be a re-orienting lens of analysis in response to the question of the invisibility and devaluation of home economics. Maureen E. Kelley, in "The Female Researcher: Choice, Chance, or Coincidence?," examines the feasibility of alternate modes of research through questioning the character of the research conducted by home economists. The last two papers, "Isabel Bevier: A Different Voice for Women's Education in the Mid-West" by Linda Peterat and "Marjorie Brown: Initiating a Dialectic for Education and Everyday Life" by Gloria M. Williams, Sharon M. Strom, and Jane Plihal, examine the ideas of and visions for home economics education of the two home economics educators named in the papers' titles. Responses to the papers by Jane Roland Martin, Ted T. Aoki, and Donald A. Herrin are also included. The final chapter, which is entitled "Continuing the Conversation," is a question-and-answer section that permitted the authors of the five papers to re-open and continue discussion of the symposium topics beyond the point permitted in the original symposium. (MN)

ED 278 853 CE 046 407

Career Guidance Theory. Proceedings of the Conference (Cedar Falls, Iowa, May 8-9, 1986).

University of Northern Iowa, Cedar Falls.

SPONS. AGENCY- Iowa State Dept. of Public Instruction, Des Moines. Div. of Career Education.
PUB DATE- 86
NOTE- 227p.; Some pages are printed on colored paper.
LANGUAGE- English
EDRS Price - MF01/PC10 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Information Analysis/State-of-the-Art Materials (070) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Career Counseling; Career Development; *Career Guidance; Continuing Education; *Counseling Theories; Counselor Role; Motivation; Nontraditional Occupations; Postsecondary Education; *Research Utilization; *School Guidance; Secondary Education; *Sex Differences; Sex Fairness; *Theory Practice Relationship
IDENTIFIERS- Hollands Theory of Occupational Choice; Trait Factor Approach

These conference proceedings contain four major papers presented by experts in the field of career guidance theory, with reaction papers written by practitioners. Papers include the following: "Career Development Theories--An Overview" (Edwin L. Herr), with reaction papers by Donald J. Page and Donald G. Zytowski; "The Status of Trait-Factor Theory: Holland's Typology as Cases in Point" (Duane Brown), reactions by Stewart T. Coulson and Bernard R. Dansart; "Gender Influences in Career Development: Motivation for Nontraditional Career and Lifestyle Options" (Linda Brooks), reactions by Ronald M. Bartels and John L. Thompson; and "Using Career Theory in Your Work: A Professional Obligation" (Norman C. Gysbers), reactions by David A. Jepsen and Victor E. Pinke. Presenters' papers include bibliographies. An evaluation of the conference is included in this report. (KC)

ED 278 940 CS 008 609

Whyte, Sarah S.
The Connection of Writing to Reading and Its Effect on Reading Comprehension.

PUB DATE- 85
NOTE- 28p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Dictation; Elementary Secondary Education; Peer Teaching; Reading Comprehension; Reading Instruction; *Reading Processes; *Reading Research; *Reading Writing Relationship; Schemata (Cognition); Sentence Combining; Teaching Methods; Writing Instruction; *Writing Processes; *Writing Research

Research and observation have indicated that there is a connection between reading and writing. This connection has been confirmed through the research of D. Graves, L. Calkins, G. Bissex, and M. Baghban. Cognitive theorists believe that reading and writing involve similar schema or structures. Much of the pedagogy and research suggest that the processes of reading and writing are mutually reinforcing and should even be taught together as a common base of meaning. Specific research on how writing affects reading comprehension often focuses on sentence combining. Because vocabulary is crucial to reading comprehension and writing reinforces what students understand orally, dictation is an advocated writing method. Paraphrasing and writing abstracts are also proven methods for increasing reading comprehension. Research on the writing process by P. Flemming showed that peer conferencing encourages students to get involved as readers and writers and that the decisions and awareness that grow from this process transfer to reading comprehension. Finally, writing not only affects reading comprehension, but reading and writing mutually affect learning. Educators should teach reading and writing together within a contextual framework, while research is needed on the effects of writing on reading and reading on writing. (Three pages of references are provided.) (SRT)

ED 278 968 CS 008 704

Tama, M. Carrol; Martinez, David H.
Reading Comprehension and the Learning Disabled Reader:

Generalizations from Five Years of Research (1980-1985).

PUB DATE- Dec 86
NOTE- 24p.; Paper presented at the Annual Meeting of the National Reading Conference (36th, Austin, TX, December 2-6, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Elementary Secondary Education; *Learning Disabilities; *Learning Strategies; Mainstreaming; Models; Prior Learning; Reader Text Relationship; *Reading Comprehension; *Reading Difficulties; *Reading Research; *Reading Strategies; Teaching Methods

Designed to explore what is being done to help learning disabled (LD) readers develop comprehension skills, this paper reviews research in teaching reading comprehension to LD students and develops generalizations from the research to guide reading comprehension instruction for such students. The 10 generalizations presented and discussed in the paper are as follows: (1) there are differences in reading comprehension between LD students and nonlearning students, (2) readiness strategies improve reading comprehension, (3) teacher directed instruction during reading increases comprehension, (4) LD readers may be taught self-monitoring during reading to improve comprehension, (5) little research has investigated the effects of providing instruction to LD readers after reading, (6) limited attention is given to inference training in the LD research, (7) limited attention is given to the interactive effects of reading comprehension strategies, (8) LD students may succeed as well as other students on ability level and grade level materials with teacher guidance, (9) evidence supports the existence of a minimal reading level for LD students to benefit from instruction, and (10) operant techniques may be used to improve reading comprehension of LD students. An extensive chart presents generalizations from five years of research. (FL)

ED 279 013 CS 210 301

Daiker, Donald A.; And Others
What Makes High School Writing Good?
PUB DATE- Jan 86
NOTE- 18p.; Paper presented at the Annual Meeting of the National Council of Teachers of English (76th, San Antonio, TX, November 21-26, 1986). Parts may be marginally legible because of dot matrix print.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Elementary School Teachers; Essays; Evaluation Criteria; Grade 11; Grade 12; Group Discussion; High Schools; Inservice Teacher Education; Secondary School Teachers; Student Writing Models; *Teacher Workshops; Writing (Composition); *Writing Evaluation; *Writing Instruction
IDENTIFIERS- *Writing Workshops

Intended as an aid for English teachers in planning a senior-year composition program that takes into account both the strengths and the weaknesses in the writing of their students, an analysis of teacher evaluations of student writings (the Early English Composition Assessment Program--EECAP) is conducted annually by the Ohio Writing Project. This year more than 70 elementary and high school teachers read papers written by high school juniors and then evaluated them on a scale of from 1 (lowest) to 6 (highest). These weekend sessions offered teachers the chance to test evaluation criteria, to rethink standards and values, and, most importantly, to strive for rater consistency. Every student wrote on the same question--selected for its fairness and possibilities of exploration; and raters practiced using the rating criteria of ideas, supporting details, unity and organization, sentence structure, and diction and usage on sample essays before they started scoring the students' compositions. Several revealing patterns emerged from the raters' responses: (1) the teachers rewarded length and development, (2) raters expected writers to stick to one topic, and (3) certain facets of good writing remain more elusive, almost ineffable--for example, writing that is "in control" or that exhibits "voice" was prized. (An example of an essay on each scoring level is given, as well as raters' comments.) (NKA)

ED 279 055 CS 505 532

Ballard-Reisch, Deborah
"Let Us Entertain You": Service Programs for Individual Events.
PUB DATE- Nov 86
NOTE- 10p.; Paper presented at the Annual Meeting of the Speech Communication Association (72nd, Chicago, IL, November 13-16, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Audiences; *Community Involvement; Debate; Educational Planning; Higher Education; *Instructional Innovation; Interaction; Motivation; *Persuasive Discourse; Program Content; *Program Development; Program Effectiveness; Program Improvement; Publicity; Public Speaking; *School Community Relationship; *Speech Communication
IDENTIFIERS- Coaching; *Individual Events (Forensics)
Although student interest is greater than ever, college forensics programs are limited in their expansion by budget considerations that restrict travel. However, with reasonable effort and perseverance new programs can be initiated or existing ones expanded to integrate the educational community and the community at large into a forensics program. A three-pronged approach is effective with the educational community: (1) offer the services directly to departments on campus, using campus-wide mailings or targeting specific professors; (2) contact both student and faculty/administration organizations; and (3) develop awareness of the program through campus-wide "showcases," such as demonstration debates or public speaking seminars. Such an approach will allow students to perform before a different audience than any they will confront during a regular competition. In the community at large, the groups most likely to be interested in program services are area schools, service clubs, and political organizations. It is crucial that debate participants be thoroughly prepared before representing the program to the public. The major advantage to the students involved in community/campus forensics is that they have the opportunity to speak before different audiences, advancing their skills interpretation and adaptation and building their self-confidence. (Appendices include examples of mailings to prospects.) (NKA)

ED 279 068 EA 019 190

Thomas, Stephen B., Ed.
The Yearbook of School Law, 1986.
National Organization on Legal Problems of Education, Topeka, Kans.
PUB DATE- 87
NOTE- 320p.; For individual chapters, see EA 019 191-198.
AVAILABLE FROM- Publication Sales, National Organization on Legal Problems of Education, Southwest Plaza Building, 3601 S.W. 29th Street, Suite 223, Topeka, KS 66614 ($31.95 plus $1.50 postage, prepaid; actual cost of postage and handling will be added to billed orders).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010) Legal/Legislative/Regulatory Materials (090) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Civil Liberties; Civil Rights; Collective Bargaining; College Faculty; *Court Litigation; Disabilities; Educational Facilities; Educational Finance; Elementary Secondary Education; Federal Courts; Governance; Higher Education; Labor Relations; Legal Responsibility; *School Law; School Personnel; State Courts; Student Rights; Torts

Judicial decisions affecting educational policy and management that were handed down in 1985 by state appellate courts and federal courts are summarized and analyzed in this volume. The book is divided into eight topical chapters, each written by one or more experts in education law. The chapters are "Employees" (Gail Paulus Sorenson); "Bargaining" (Charles L. Miller and Perry A. Zirkel); "Pupils" (Henry S. Lufler, Jr.); "Handicapped" (Nelda H. Cambron-McCabe); "Torts" (Richard S. Vacca and William J. Evans, Jr.); "Business" (Steven M. Goldblatt); "Finance" (Richard A. Rossmiller); and "Higher Education" (Robert M. Hendrickson). The book includes a 17-page alphabetical index of the more than 1,000 cases cited in the text as well as a 9-page subject index. (PGD)

ED 279 082 EA 019 204

Lawton, Stephen B.
The Price of Quality: The Public Finance of Elementary and Secondary Education in Canada.
Canadian Education Association, Toronto (Ontario).
REPORT NO.- ISBN-0-920315-20-8
PUB DATE- Feb 87
NOTE- 124p.
AVAILABLE FROM- Publication Sales, Canadian Education Association, Suite 8-200, 252 Bloor Street West, Toronto, Ontario M5S 1V5 Canada ($12.00 Canadian, prepaid; a $2.00 handling charge will be added to billed orders under $30.00).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Budgeting; Educational Equity (Finance); *Educational Finance; Elementary Secondary Education; Expenditures; Foreign Countries; Government School Relationship; Grants; Property Taxes; Public Support; Religious Organizations; School Funds; School Taxes
IDENTIFIERS- *Canada

The various accumulating problems in Canadian school finance are not independent occurrences but part of a national trend that reflects important shifts in public philosophy. The first chapter briefly outlines the basic elements of educational finance: the sources of revenue, the amount of revenue, the allocation and budgeting of that revenue, and the kind and amount of services to be provided. Chapter 2 discusses the governance of education, noting that national priorities and interest groups and international social and economic trends have shifted the process of deciding how education is to be governed away from the provinces and onto the federal government. Chapter 3 examines taxation as a method of supporting education. The fourth and fifth chapters examine provincial grants and grant plans, types of grants, and the structure of grant plans in each province. Chapter six focuses on publicly supported religious schools and the assignment of property taxes to support them. Chapter 7 deals with budgets, defining and commenting on how they differ at various levels and noting particular approaches. The eighth chapter examines expenditures on elementary and secondary education, and chapter 9 discusses thoughts for the future. An index is included and 64 references are cited. (WTH)

Fourth Overview of the More Effective Schools/Teaching Project.
Spencerport Central Schools, N.Y.
PUB DATE- Oct 86
NOTE- 14p.; In its: Spencerport Central Schools More Effective Schools/Teaching Project Documents, Second Series; see EA 019 215.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Achievement; Elementary Secondary Education; *Minimum Competencies; *Program Design; Program Development; Program Evaluation; Program Implementation; *Review (Reexamination); *School Effectiveness; Socioeconomic Influences; *Student Improvement
IDENTIFIERS- New York (Spencerport)

This document presents an overview of the design and implementation stages of a Spencerport (New York) project, designed to improve the educational program and student learning in each building in the district. The first section describes the project's goal for each building, which is that (1) 95 (or greater) percent of all students should demonstrate minimum academic mastery; (2) there shall be no significant difference in the proportion of students demonstrating minimum academic mastery as a function of socioeconomic class; and (3) the above two conditions shall have been obtained for a minimum of three consecutive years. Subsequent sections identify (1) the project's interim and concomitant goals; (2) a number of assumptions upon which effective schools/teaching rest; (3) characteristics of an effective school; and (4) the functions of each school's planning committee. The overview contains a flowchart, which shows the steps which were followed in developing the project and the steps in the annual cycle of the project at the building level. The final section contains statistical data taken from the Third Annual Evaluation Report, indicating the continued effectiveness of the project. (IW)

ED 279 133 EC 191 763

Anderson, Betty N.; Bower, JoAnn C.
Statewide Evaluation of Early Education Programs for Handicapped Children in Louisiana, 1985-86. Summary Report: Supervisors.
Louisiana State Dept. of Education, Baton Rouge. Bureau of Evaluation.
PUB DATE- Sep 86
NOTE- 32p.; For related documents, see EC 191 758 and EC 191 760-764.
GRANT- G0084C3509
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Attitudes; Certification; *Disabilities; Extended School Year; Interviews; *Preschool Education; *Program Effectiveness; *Program Evaluation; Qualitative Research; Questionnaires; School Supervision; Staff Role; State Surveys; Student Transportation; Supervisor Qualifications; *Supervisors
IDENTIFIERS- *Louisiana

The first section of the document consists of a questionnaire/survey instrument completed by 43 supervisors or coordinators of preschool handicapped programs as part of a study designed to evaluate the quality and efficiency of early education programs serving handicapped children (ages 3-5) in Louisiana during 1985-86. Frequency distribution of responses are included in the instrument. The second section is a narrative developed from interview data collected from 33 supervisors during on-site visits to preschool handicapped programs. Qualitative data on such topics as training and certification, experience, staff role, and coordination with kindergarten are summarized. Among problems frequently cited by supervisors were those related to transportation of children and lack of working space for professional ancillary staff such as speech therapists. (JW)

ED 279 146 EC 192 109

Hodder, Clive
Special Education in Canada: Past, Present and Future.
PUB DATE- 87

NOTE- 24p.; In: The Future of Special Education: Proceedings of the Council for Exceptional Children Symposium (Lake Geneva, Wisconsin, May 1986); see ED 276 245.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Disabilities; *Educational Legislation; *Educational Needs; *Educational Trends; Elementary Secondary Education; Foreign Countries; Futures (of Society); *Preschool Education; *Special Education
IDENTIFIERS- *Canada; Education Amendment Act 1980 (Ontario); Ontario

The paper reviews the history and present status of special education in Canada (with particular emphasis on the province of Ontario) and identifies recommended future directions. The legislative authority for special education and current policies are summarized in sections on the following provinces: British Columbia, Alberta, Saskatchewan, Manitoba, Quebec, New Brunswick, Nova Scotia, Prince Edward Island, Newfoundland. A more detailed case study of Ontario describes: the 5-year phase-in period of the Education Amendment Act (1980) which gave legislative support to the rights of exceptional students; the need for a systematic means of ensuring program quality throughout the province; and current funding concerns. Future directions for special education in Canada are summarized for the following areas: program (calling for development of provincial criteria for program evaluation); early recognition and intervention (especially for the learning disabled); definitions and assessment (calling for an inter-provincial agreement on definiitions); teaching approaches; principals; integration (calling for better preparation of regular teachers to provide for exceptional students); the delivery system (special education needs to become a supportive system to regular education); the academically gifted and artistically talented; and preschool provision (few provinces currently provide services before age 5 and the need for expanding services to the preschool level is the most urgent need facing Canadian special education). (DB)

ED 278 827 CE 046 367

Douglass, Rebecca S.; Maxfield, Randi A.
BVT Curriculum Package Assessment Project. Final Report.
Sangamon State Univ., Springfield, Ill. East Central Curriculum Management Center.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- Jan 87
NOTE- 21p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Bilingual Education Programs; *Bilingual Instructional Materials; *Curriculum Development; Educational Needs; Federal Programs; Postsecondary Education; *Program Effectiveness; Program Evaluation; *Program Improvement; Secondary Education; *Vocational Education

A panel of bilingual specialists met in Alexandria, Virginia, in November 1986 to review curriculum packages developed by projects supported by the U.S. Department of Education's (USDE) Bilingual Vocational Training (BVT) grants. The USDE was interested in assessing the quality of curriculum development in current BVT projects, determining the transportability of project curriculum materials, and providing direction and assistance to improve future projects. The panel used an assessment instrument devised by USDE staff. Some of the committee's findings were the following: (1) BVT project staff need directions regarding format, elements, and sequencing in order to provide consistency; (2) definitions need to be clarified; (3) projects need technical assistance even after standards are set; (4) projects are different in their approaches to BVT curriculum development; (5) vocational training sections of curriculum packages are more fully developed than the ESL-related sections; (6) discrepancies existed on how to determine the language proficiency of students and the projects' methods of accommodating various language levels; and (7) curriculum packages often were not well thought out. The experts rated highest those packages that were well organized, contained the usual elements of curriculum guides, showed evidence of staff coordination, showed evidence of individualized instruction, and had a strong rationale for methodology. As a result of the assessment, recommendations were made for more technical assistance in BVT curriculum development, additional assessment, and dissemination of exemplary projects. (A list of the projects reviewed, meeting agenda, and assessment instrument are included in this report.) (KC)

ED 278 897 CG 019 675

Institutionalized Facilities Program Summer, 1985. E.C.I.A. Chapter 1, Part B. OEA Evaluation Report.

New York City Board of Education, Brooklyn. Office of Educational Assessment.

PUB DATE- Dec 86
NOTE- 19p.; For an earlier report, see ED 250 435.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Adolescents; *Career Education; *Child Neglect; Children; *Daily Living Skills; *Delinquency; Elementary Secondary Education; *Institutionalized Persons; Instruction; *Program Evaluation
IDENTIFIERS- *New York (New York)

This document is an evaluation report on a program in which 288 students aged 6 to 20 received supplementary career education and daily living skills instruction under the ECIA, Chapter 1, Part B Institutionalized Facilities Program. The students resided in 10 institutions for the neglected and delinquent. The evaluation summary states that: (1) the criterion that 80 percent of the students would master 80 percent of their short-term objectives was met; (2) student achievement was strongly correlated with attendance; (3) evaluation indicated the program was fully implemented and a wide range of activities conducted; (4) individualization of student goals and monitoring of student progress provided an optimal means of teaching students who had different educational levels, abilities, and interests; and (5) future programs should include increased contact between program and agency staff. The report discusses program description, goals, and methodology; evaluation methodology; student outcomes; and conclusions and recommendations in further detail. (ABL)

ED 278 912 CG 019 691

Alcohol: The Gateway Drug. Alcohol Supplement to the Drug Education Curriculum.

New York State Div. of Alcoholism and Alcohol Abuse, Albany.; New York State Education Dept., Albany. Bureau of Curriculum Development.

PUB DATE- 86

NOTE- 74p.; For Drug Education Curriculum, see ED 276 952-953.

LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- *Alcohol Education; *Curriculum Enrichment; *Drinking; Drug Education; Elementary School Students; *Elementary Secondary Education; *Prevention; Secondary School Students

IDENTIFIERS- *New York

This document presents an alcohol supplement to New York's Drug Education Curriculum. The supplement is designed to address the unique circumstances that distinguish educational strategies about alcohol from those applied to other drugs. Section I, Introduction, describes the strategy suggested by this document as being based on health promotion, risk reduction, and prevention and management of health problems. The central goal of this supplement is to discourage any alcohol use by children. Section II, New Messages about Alcohol, contains the basic philosophy and messages that comprise a comprehensive approach to alcohol education. The 15 messages in this section are categorized in four broad subject areas: (1) the drug alcohol; (2) alcohol use; (3) alcohol problems; and (4) influences on alcohol use. Section III, Classroom Activity Guide, and the bibliography, References and Resources (Appendix C), are also organized by these four areas to facilitate cross-referencing of messages with related activities and sources of information. Classroom activities are further divided by grade: primary, intermediate, and junior and senior high school. Section IV, Program and Policy Guide, includes examinations of school-based, community-based, and combined efforts to deal with driving while intoxicated prevention; identification and treatment of chemically dependent young people; parent education; and community organization. Appendices contain the National PTA resolution on alcohol and drug use by minors; definition, goals, and objectives of a local council on alcoholism and a list of local councils; and references and resources. An evaluation form is included. (NB)

ED 279 120 EC 191 741

Chadsey-Rusch, Janis, Ed.
"The Project Directors' Annual Meeting." Conference Proceedings (Washington, DC, November 4-6, 1985).
Illinois Univ., Champaign. Secondary Transition Intervention Effectiveness Inst.
SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC.
PUB DATE- Nov 85
NOTE- 122p.; For related documents, see EC 191 736-746.
CONTRACT- 300-85-0160
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Collected Works - Proceedings (021)
DESCRIPTORS- *Disabilities; *Education Work Relationship; Federal Aid; *Government Role; *Information Networks; Meetings; Needs Assessment; Program Evaluation; Secondary Education; Technical Assistance; *Transitional Programs
IDENTIFIERS- *Office of Special Educ Rehabilitative Services

The report, which is part of a series, provides a summary of a 1985 meeting. The meeting was intended to (1) provide an overview of the Secondary Transition Intervention Effectiveness Institute's programs, (2) discuss how participants could be involved in the Institute's programs, and (3) develop a format for networking the results of federally funded projects to other persons concerned with the transition from school to work of youth with handicaps. Included in the document is the agenda from the meeting, an overview of the Transition Institute, the results of the discussions regarding program evaluation and technical assistance, an evaluation of the meeting, and a list of the participants and advisory members. Several appendixes include the research questionnaire, evaluation questions, technical assistance needs instrument, and the evaluation instrument. (DB)

ED 278 774 CE 045 394

Rabey, Gordon P.
In Charge. A Supervisor's Note Book. The Supervisor's "Self-Development" Series 1.
Institute of Supervisory Management, Lichfield (England).
PUB DATE- 77
NOTE- 64p.; For related documents, see CE 045 395-398.
AVAILABLE FROM- Institute of Supervisory Management, 22 Bore Street, Lichfield, Staffordshire WS13 6LP, England (2.00 pounds; 20 or more--15% discount).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Administrative Principles; Decision Making; *Employer Employee Relationship; Foreign Countries; Independent Study; Interpersonal Competence; Job Training; Leadership; Management Development; Postsecondary Education; Recordkeeping; *Self Actualization; *Supervision; *Supervisory Methods; *Supervisory Training; Time Management

This guide, which is intended for new supervisors and managers to use in an independent study setting, deals with the responsibilities of being in charge. The following topics are discussed in the first three sections: the supervisor and the job; procedures for planning and organizing work; and getting the work done (allocation of work, work flows, controls, ways of improving work methods, and records and reports). The third chapter, which is devoted to developing a team, deals with training (recruiting, introducing, and training new workers and developing people for growth and promotion) and getting along with people at work (understanding what makes people work well, giving instructions or orders, handling complaints and grievances, maintaining discipline, working with people of other cultures, communicating effectively, and managing change). The final two sections cover safety at the workplace and self-development for supervisors (deciding to begin a plan of self-improvement, opting to be a boss or a leader, managing one's time, and making decisions). A note to managers regarding supervisory training is appended. (MN)

ED 278 786 CE 046 201

Rivera, William M., Comp.; Walker, Sharon M., Comp.
Lifelong Learning Research Conference Proceedings (8th, College Park, Maryland, February 19-20, 1987).
Maryland Univ., College Park. Dept. of Agriculture and Extension Education.; Maryland Univ., College Park. Univ. Coll.
PUB DATE- Feb 87
NOTE- 226p.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Proceedings (021) Reports - Research/Technical (143) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Basic Education; *Adult Education; *Adult Learning; Adult Literacy; *Adult Students; Aging (Individuals); Computer Oriented Programs; Correctional Education; Distance Education; Educational Policy; *Educational Research; Extension Education; Human Resources; International Education; Learning Theories; *Lifelong Learning; Literacy Education; Microcomputers; Participant Characteristics; Postsecondary Education; Professional Continuing Education; Staff Development; Student Motivation

Among the 46 papers in this proceedings are the following 36 selected titles: "The Intergenerational Exercise/Movement Program" (Ansello); "Using Computers for Adult Literacy Instruction" (Askov et al.); "Measuring Adults' Attitudes toward Computers" (Delcourt, Lewis); "Issues in Computers and Adult Learning" (Gerver); "Preassessment of Adult Student Interest in Relation to Success in Introductory Computer Courses" (Korhonen, McKenzie); "Self-Initiated Learning Projects of Prison Inmates of the District of Columbia Department of Corrections" (Brown); "Role of the Adult Educator in the Prisons" (Collins); "Instructional Television Programs for Graduate Professionals" (Baldwin); "Northern Ontario Distance Education Access Network" (Croft); "Development of Distance Education in the United States" (Granger); "Distance Education: Practitioners' Pleas for Research" (Mugridge); "Graduate Education Desires, Detractors, and Determinants for Navy Aviation Officers" (J.D. Smith); "Contact in Telecourses: The Trade-Offs" (Wiesner); "International Programming in the Cooperative Extension System" (Lambur et al.); "Functional Skills--Experiential Learning Outcomes of the Volunteer 4-H Leader" (Howe); "Perceptions of the Effectiveness of 4-H Volunteer Key Leaders as Held by Key Leaders and County 4-H Agents in Ohio" (Richey, K.L. Smith); "Re:Fit: Career Change Options for Well Defined Dislocated Worker Populations" (Heimlich, Van Tilburg); "Defining Human Resource Development" (D. Smith); "Representation Technologies in the Future of Lifelong Learning" (Jackendoff); "Missing Pieces in the Evaluation of Extension Training Programs in Developing Countries" (Jones); "UNICEF: A Children's Program with High Adult Education Impact" (Marsick); "India's Agricultural Extension Development: The Move toward Top-Level Management Training" (Rivera); "Public and Private Sector Extension in Agricultural Development" (Crowder); "A Factor Analytic Study of an Adult Classroom Environment Scale" (Aagaard, Langenbach); "The Scope and Evolution of Hermeneutics and Its Challenge to Lifelong Learning Professionals" (Boucouvalas); "Participatory Modes for Empowering the Disadvantaged" (Cassara); "The Psychological Well-Being and Sources of Stress in Returning Students" (Copland, Yu); "Context and Learning" (Ingham); "Three Forms of Learning in Social Context" (Jarvis); "Informal Adult Experiential Learning--Reality in Search of a Theory and a Practice" (Rossing, Russell); "A Comparison of the Value Orientations and Locus of Control of Adult Learners in Schools of Business and Education" (Londoner et al.); "Adult Experiential Learning: A Grasping and Transforming Process" (Sheckley); "Qualitative Evaluation Research: Issues and Dilemmas" (Fingeret); "Typology of Law-Literate Adults Based on Deterrents to Participation in Adult Basic Education" (Hayes); "Hispanic Participation in Adult Education" (Wallace et al.); "Adult Education Policy: The Missing Link" (Oaklief); "Quality Control in Non-Traditional Education" (Shaw, Fox); "The Uses of Innovative Methodology in Adult Education Research" (Beder et al.); and "Marketing to Adult Learners: Using Focus Group Research to Develop a Marketing Plan" (Rosenbloom, Thole). (KC)

ED 278 813 CE 046 327

Millar, Alex C.
Satellite Television and (Distance) Education in Australia.
PUB DATE- Aug 86
NOTE- 16p.; Paper presented at the Asian Mass Communication Research and Information Centre Seminar on the Communication Revolution in Asia (New Delhi, India, August 21-23, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Communications Satellites; Developed Nations; Developing Nations; *Distance Education; Educational Needs; *Educational Trends; Elementary Secondary Education; *Futures (of Society); Postsecondary Education; *Telecommunications; Telecourses
IDENTIFIERS- *Asia; *Australia; India

The Australian national communications satellite AUSSAT, launched in August 1985, is used by government, business, and education. At this stage, the most comprehensive educational project using the satellite involves the state of Queensland, where the government has leased one of the satellite's transponders to provide services throughout the state. The network has a number of trial educational projects being developed, such as linking an elementary class with a teacher, remote-control videos for teacher use, teacher development telecasts, and postsecondary education for remote areas. Different approaches are required to reach remote areas of Western Australia, where some down-time hours are being made available for educational broadcasts. Another scheme is an initiative of a Melbourne-based company to provide a "learning network" for communities. Other initiatives are beginning to train broadcast technicians and expand the capabilities of distance education broadcasting in Australia. The growth of distance education in Australia is representative of the growing importance of distance education throughout the world. As distance education grows, it is also changing its approach from a system-based concept to emphasis on the individual learner's special needs. The growth of distance education has some implications for Asia. Although many parts of Asia will not be served for some time, there is potential for this form of education to have success in Asian countries. It should be seen as one approach to meeting educational needs in these countries, facilitated by communications satellites. (KC)

ED 278 841 CE 046 389

Simpson, Carl
JTPA Evaluation at the State and Local Level. Volume IV: A Guide for Gross Impact Evaluations.
Washington State Dept. of Employment Security, Olympia.
SPONS. AGENCY- International Business Machines Corp., Armonk, N.Y.; National Commission for Employment Policy (DOL), Washington, D.C.
PUB DATE- Mar 86
NOTE- 243p.; A product of the JTPA Evaluation Design Project. For related evaluation materials, see CE 046 385-393.
LANGUAGE- English
EDRS Price - MF01/PC10 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Data Analysis; Data Collection; Educational Legislation; *Employment Programs; Evaluation Criteria; *Evaluation Methods; Federal Legislation; Followup Studies; Literature Reviews; Local Issues; Measurement Techniques; Outcomes of Education; *Program Evaluation; *Research Design; Research Methodology; *Statewide Planning; Surveys
IDENTIFIERS- *Impact Studies; *Job Training Partnership Act 1982; Service Delivery Areas

This guide is intended to assist states and service delivery areas (SDAs) in addressing the new oversight responsibilities and opportunities stipulated by the Job Training Partnership Act (JTPA) with respect to planning and conducting a gross impact evaluation. The following topics are covered in the individual chapters: introduction and overview (reasons for studying gross impact, a quick map to gross impact analysis, and issues underlying gross impact analysis); research design (designs for participant and employer follow-ups and summaries of recommended employer and participant designs); measurement (issues underlying interpretations of JTPA intervention, participant measures, and employer measures); and analysis procedures (analyzing various types of measures, estimating change, analyzing a large number of potential influences on outcomes, and combining data from different sources). The section of research design for a participant follow-up contains detailed guidelines pertaining to demarcating alternative levels of investment in the analysis of participant outcomes, identifying the population to be analyzed, designing and selecting the sample, deciding what follow-up period to use, and using different data collection methods. Appendixes include a review of selected literature, background to gross impact analysis methods, information on selected implementation topics, illustrative applications, and selected measurement instruments. (MN)

ED 278 869 CE 046 439

Izzo, Margaretha Vreeburg; Drier, Harry N.
Career Guidance within JTPA for High Risk Populations: Programs, Methods and Products.
National Consortium of State Career Guidance Supervisors, Columbus, OH.; Ohio State Univ., Columbus. National Center for Research in Vocational Education.
PUB DATE- 87
NOTE- 17p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Abstracts; Adolescents; Career Education; Career Exploration; *Career Guidance; Correctional Rehabilitation; *Counseling Techniques; Dislocated Workers; Education Work Relationship; Employment Potential; *Employment Programs; *High Risk Persons; Job Skills; *Job Training; Mentors; Parenthood Education; Postsecondary Education; Program Descriptions; *Program Development; Transitional Programs; Work Experience Programs; Youth Employment
IDENTIFIERS- *Job Training Partnership Act 1982

This monograph contains summaries of the following 19 programs for providing career guidance to high-risk persons participating in a Job Training Partnership Act (JTPA) program: Youth Employment Curriculum and Competencies (Boise, Idaho); Career Mentoring Program for the Disadvantaged (Grayslake, Illinois); Partners in Skills for Career/Vocational Transition (Waterloo, Iowa); Project LSYOU (Baton Rouge, Louisiana); Career and Employability Enhancement (Oakland, Maryland); Senior Transition Program (Snow Hill, Maryland); Learning and Earning through School and Work: Let's Work Program (Frederick, Maryland); Teen Parenting and Child Care Program (Ellicott City, Maryland); Developing the Competitive Edge (Annapolis, Maryland); Educators in Industry (Wayne, Michigan); Career Preparation: A School-to-Work Transition Curriculum (Kansas City, Missouri); Career Education: Pre-Employment Skills Training Program (St. Louis, Missouri); Program to Reach Employment Potential PREP (Dayton, Ohio); PREP for Life (Dayton, Ohio); Summer Employment Encourages Kids (SEEK) (Dayton, Ohio); Lane Community College Dislocated Worker Program (Eugene, Oregon); Career Development for Ex-Offenders (Portland, Oregon); Career Exploration Program (Vancouver, Washington); and Vocational Occupational Competency System (Olympia, Washington). Each program summary includes the following: program title, sponsoring institution, target population, contact person, and abstract. (MN)

ED 278 883 CG 019 661

Dennis-Small, Lucretia
Life Skills for Adolescents Project. Final Report. September 1, 1985 through August 31, 1986.
Texas State Dept. of Human Services, Austin. Office of Strategic Management, Research, and Development.
SPONS. AGENCY- Office of Human Development Services (DHHS), Washington, D.C.
PUB DATE- 30 Sep 86
NOTE- 35p.
GRANT- OHDS-06C23-10
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - General (140)
DESCRIPTORS- Adolescent Development; *Adolescents; *Daily Living Skills; *Foster Care; *Group Counseling; *Institutionalized Persons; Job Search Methods; Peer Relationship; *Personal Autonomy; Program Evaluation
IDENTIFIERS- *Substitute Care; Texas

This document contains the final report on the Life Skills for Adolescents Project in northwestern Texas. The report is in the form of a process evaluation of progress toward achieving the project goal of enabling adolescents leaving substitute care to be better prepared to manage their own lives. The report describes the efforts of the project director and four child protective services specialists who formed the Adolescent Care Team to work with 20 adolescents 14 through 18 years of age who were expected to be in long-term substitute care. The background and origin of the project are described and the project goal and objectives are listed. Project accomplishments are discussed in the areas of: (1) the Adolescent Care Team; (2) the adolescents involved in the project; (3) life skills training; (4) peer support system; (5) therapy group structure and focus; (6) individual problems; (7) jobs and education; and (8) assessment and outcome. The section on life skills training is further divided into the areas of job hunting skills, money management skills, human sexuality, health care, communication and interpersonal relationships, and need for education. Topics addressed in a section on adolescents in independent living arrangements include emancipated youths, support system after substitute care, recruiting foster parents for adolescents, and local private child care facilities. The appendix contains a support group curriculum outline. (NB)

ED 278 927 CG 019 706

Blass, Rosanne J.; And Others
Child Sexual Abuse: Policies, Procedures, and Guidelines.
PUB DATE- Feb 86
NOTE- 32p.; Prepared by Women's City Club Task Force on Child Sexual Abuse Policies, Procedures, and Guidelines Committee.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Child Abuse; *Child Neglect; Elementary Schools; Elementary Secondary Education; Identification; *School Community Relationship; *School Personnel; *School Policy; Secondary Schools; Sexual Abuse; *Superintendents; Victims of Crime
IDENTIFIERS- Ohio

The legal obligation of Ohio school employees to report situations of suspected child abuse and neglect has generated a need for school districts to adopt a written policy together with guidelines and procedures to assure school personnel are aware of the mandate to report and have a structural procedure to do so. The written policy should: (1) insure suspected abuse is reported with a minimum of disruption of the educational process; (2) outline reporting procedures consistent with the authority structure of the school system; (3) discuss safeguards to confidentiality; and (4) include provisions for periodic policy review. Members (N=65) of the Greater Cleveland Superintendents' Association were surveyed about their schools' policies. Of the 23 responses, 14 indicated they had a board policy regarding child abuse and 10 of these 14 had procedures for carrying out the policy. Thirteen school districts provided inservice training regarding child abuse. Some of the schools without policies were developing them. (Also included are the survey instrument, respondents' comments, recommendations to schools without policies, a sample policy outline, an individual district's written policy, the section of the relevant Ohio law, Ohio Department of Public Welfare policies and procedures, the Cuyahoga County Welfare Department Sex Abuse Policy, and the Cleveland Police Department policy on child/sex abuse.) (ABL)

ED 278 955 CS 008 687

Osborn, Jean; Stein, Marcy
Basal Reading Programs: Development, Use, Effectiveness, Adoption, and More Useful Adoptions. Reading Education Report No. 61.
Bolt, Beranek and Newman, Inc., Cambridge, Mass.; Illinois Univ., Urbana. Center for the Study of Reading.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Dec 85
NOTE- 31p.
CONTRACT- 400-81-0030
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Basal Reading; Class Activities; Elementary Education; Observation; Program Content; Program Descriptions; *Program Development; Program Effectiveness; *Program Evaluation; Program Guides; Program Implementation; Publishing Industry; Reading Instruction; *Reading Materials; *Reading Programs; *Reading Research; Role Conflict; Student Research; Teaching Guides; Teaching Methods; Textbook Preparation; Textbook Publication; Workbooks
IDENTIFIERS- *Publisher Role

Observational studies of elementary school classrooms have indicated that basal reading programs (BRPs) influence strongly both how children are taught to read and what they read. BRPs are developed by authors working in varying degrees of involvement with the editors of educational publishing companies. Classroom observation literature and interviews with teachers and administrators have revealed that much of the time allocated for elementary reading instruction is spent on BRP activities. In the past few years, research on the quality and effectiveness of BRPs has focused on student researchers, the teachers' guide, and workbooks. BRPs are selected by a process called textbook adoption, during which a committee examines and evaluates a variety of programs. This process takes place at the school, district, and state level. The publisher's role in the development of BRPs is complex--the programs must serve an important educational function while being profitable, competitive products. "A Guide to Selecting Basal Reading Programs" (a set of eight booklets) reviews recent reading research, presents guidelines based on theory and practice, and provides worksheets for BRP adoption committee members. Each of the booklets addresses aspects of reading that are appropriate to a BRP, subject to evaluation, and of primary importance. (JD)

ED 278 983 CS 008 724

Durr, William K.
Failing Schools: Weighing the Evidence, Responding to the Challenge.

PUB DATE- 86
NOTE- 10p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Directed Reading Activity; Educational Improvement; Elementary Secondary Education; Inferences; *Reading Achievement; Reading Comprehension; *Reading Instruction; *Reading Skills; Reading Tests; Schemata (Cognition); *Scores; Teaching Methods; Vocabulary Development

Although critics persist in attacks on the teaching profession in general and the teaching of reading in particular, both elementary and secondary school reading scores have increased steadily over the past three decades. Even Black and Hispanic students (who still score below the averages for White students tested) have made sizeable gains in reading scores over a 13-year span. The challenge is to make reading achievement even better, not as a response to the critics, but rather because research has allowed the improvement of teaching methods directly translatable into student reading achievement. Research in the direct teaching of reading skills has led to a six-step teaching process--introduction, instruction, guided practice, summary, independent practice, and application--that has significantly increased comprehension. The study of vocabulary development and the teaching of "meaning vocabulary" have shed light on how children learn to read, and teachers' use of schemata enhances meaning for students. Research also suggests that teachers should help students become better at making inferences as they read. As research on all these areas continues to influence daily teaching practices, reading achievement will grow even more. (NKA)

ED 279 000 CS 210 217

Reid, Louann

Collaborative Learning: Bridging the Gap between Speaking and Writing.

PUB DATE- 23 Nov 86
NOTE- 17p.; Paper presented at the Annual Meeting of the National Council of Teachers of English (76th, San Antonio, TX, November 21-26, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Class Activities; Classroom Environment; *Classroom Techniques; Group Discussion; *Group Dynamics; *Integrated Activities; Secondary Education; *Small Group Instruction; Speech Instruction; *Student Behavior; Student Participation; Teaching Methods; Writing Instruction
IDENTIFIERS- *Collaborative Learning; *Speaking Writing Relationship

Collaborative learning (the construction of knowledge through interaction of pairs or small groups of students) is an effective tool for helping students bridge the gap between speaking and writing. To accomplish this type of learning, students must practice talking and writing in a small group structure. Concrete teaching experience has shown that small groups can be extraordinarily successful, do not always work, and sometimes do not seem to work when they really do. However, the educational value of collaborative learning makes it worth teachers' efforts. When students are in small groups, they participate, risk exploring new ideas, learn from one another, expect success because a group is tackling the task, and learn important social skills. To make these groups work, a classroom climate must be created in which students are free to explore ideas within a structure based on the following guidelines: (1) keep the groups small (3 to 5 students), (2) know each group's task in advance, (3) designate a student in each group to record events, (4) physically separate groups as much as possible, (5) do not intervene unless it is necessary to keep the discussion moving, (6) join in if asked, and (7) plan ahead. With careful structuring, the need for control is greatly minimized. (An annotated bibliography and handouts describing speaking/writing activities are appended.) (JD)

ED 279 028 CS 210 335

Snodgrass, Mary Ellen
Moving Up or Moving On or If I Love You Am I Trapped Forever?
PUB DATE- Mar 87
NOTE- 9p.; Paper presented at the Spring Conference of the National Council of Teachers of English (6th, Louisville, KY, March 26-28, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Career Change; Career Choice; *Career Planning; Education Work Relationship; Employment Experience; *Employment Potential; Job Search Methods; Teacher Attitudes; Teacher Burnout; *Teacher Qualifications; *Vocational Maturity; Work Attitudes
IDENTIFIERS- *English Teachers; *Second Careers

English teachers who want to change professions have many skills that can be put to good use outside the classroom--a person who can operate a successful English classroom can tackle any job in the market. An objective look at teaching will yield an impressive list of teachers' competencies and capabilities, especially people skills, such as diplomacy, counseling, organizing, writing, interviewing, and communicating. In addition, managerial, research, and analysis skills are part of a teacher's talents. Many times personnel services maintain antiquated notions that English teachers are fussy pedantics, purists, or high-priced nannies. For teachers interested in changing careers, the ERIC Clearinghouse on Reading and Communication Skills offers a list of articles with specific suggestions about where and how to look for jobs. Several self-help books offer case studies and practical advice on alternative careers. A job seeker should begin with an intriguing resume that reflects the needs of the marketplace, and a list of intelligent questions about each potential position. There are both pluses (such as a return to dreams abandoned in college) and minuses (such as shorter vacations) for teachers who have found second careers. The most important thing to keep in mind is that English teachers have the ability to succeed in any type of profession. (NKA)

ED 279 042 CS 505 507

Wiseman, Richard L.; And Others
A Normative Analysis of the Communication between Disabled and Nondisabled Persons.

PUB DATE- Nov 86
NOTE- 25p.; Paper presented at the Annual Meeting of the Speech Communication Association (72nd, Chicago, IL, November 13-16, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Adaptive Behavior (of Disabled); Behavior Standards; *Communication Problems; *Communication Research; *Disabilities; Helplessness; Intercultural Communication; *Interpersonal Communication; Personal Autonomy; *Self Concept; Social Attitudes; Social Behavior; Stereotypes; Subcultures

IDENTIFIERS- *Communication Patterns

A study examined the communication problems between nondisabled and disabled persons. A questionnaire was created based on a theoretical model of intercultural communication involving three levels of analysis: intrapersonal, interpersonal, and systematic. One hundred and two nondisabled and 40 disabled subjects reacted to a helping situation depicted by the questionnaire between a nondisabled helper and a disabled recipient. Results indicated that nondisabled persons may feel compelled to act as they do in order to maintain a positive self-concept. On the other hand, disabled persons are compelled to be dependent in order to fulfill societal and relational demands. One effect of this asymmetric power relationship is a phenomenon called learned helplessness; the disabled person is taught to be dependent and expect personal failure. Further, the disabled persons are in a no-win situation: they can either rebel against social expectations and risk alienation or acquiesce to helping behavior and confirm their dependency. Also, compared to nondisabled subjects' perceptions, disabled subjects felt there were greater situational demands, relational constraints, and cultural prescriptions for the disabled person's behavior. In other words, they felt disabled persons' behavior is governed by social standards while nondisabled persons' behavior is governed by personal standards. (A three-page bibliography and tables of data are appended.) (SRT)

ED 279 107 EA 019 245

Policy/Program Monitoring Handbook.
Alberta Dept. of Education, Edmonton.

PUB DATE- Sep 86
NOTE- 40p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Accountability; *Educational Administration; Elementary Secondary Education; *Evaluation Criteria; Foreign Countries; *Guidelines; Methods; Outcomes of Education; *Program Effectiveness; *Program Validation; *Special Programs; Standards; State Legislation; State School District Relationship; State Standards
IDENTIFIERS- Alberta; *Monitoring

Monitoring is an ongoing and systematic activity which provides school districts, private schools, private Early Childhood Services operators, and Alberta Education with information needed to determine whether policies and programs are being implemented as planned, are meeting basic Provincial requirements, and what improvements are needed. Monitoring allows for descriptions and reviews of (1) programs implemented in local jurisdictions, (2) local policy positions, (3) participation rates, and (4) the opinions of superintendents, administrators, teachers, parents, and students. This document, designed to assist Regional Offices of Education in the monitoring of educational programs, contains (1) general information about monitoring; (2) an outline of policies, guidelines, and procedures for monitoring; (3) an overview of the monitoring responsibilities of the Regional Offices of Education; and (4) monitoring forms for the following Special Needs programs: Early Childhood Services, Educational Opportunities, Official and Other Languages, English as a Second Language, School Extension, Special Education Teacher Inservice, and Vocational Education. The handbook concludes with a summary form for observations, general assessment, and recommendations. (IW)

ED 278 799 CE 046 272

Case Studies in Technology-Oriented Job Preparation. Final Report.
One America, Inc., Washington, D.C.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- 86
NOTE- 49p.
CONTRACT- 300-86-0009
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Articulation (Education); Associate Degrees; Case Studies; *Community Colleges; Degree Requirements; *Electronics; Higher Education; Integrated Curriculum; *Job Training; Models; Outreach Programs; *Program Content; Program Development; Student Characteristics; Teacher Characteristics; *Technical Education; *Technological Literacy; Two Year Colleges; Vocational Education
IDENTIFIERS- Charles County Community College MD; Northern Virginia Community College; Prince Georges Community College MD; University of the District of Columbia

Case studies were made of the technology-oriented electronics-related degree programs at four community colleges. The programs examined are located at the following institutions: Charles County Community College, Northern Virginia Community College, Prince Georges Community College, and the University of the District of Columbia. The four programs were found to be highly successful in meeting local community education and job training needs. One major need, however, was that of mechanisms to support information sharing on a regular basis among vocational-technical educators at community colleges. Although program administrators and instuctors attend periodic meetings with their colleagues, these settings do not provide for consistent updating of specific program activities or instructional techniques. A widely circulated newsletter featuring successful program components could be helpful in this context. Enrolling increased numbers of students in technology-oriented programs is another area in need of improvement. Despite existing outreach and articulation activities with secondary schools, other colleges, universities, and local businesses at each of the four schools, the students interviewed indicated that their enrollment decisions were influenced most by friends and family. Special efforts to recruit and retain minority youth are particularly needed. (Appendixes to this report include a study abstract, the revised study plan, and program and institutional profile charts.) (MN)

ED 278 854 CE 046 409

Briggs, Dianna; And Others
Computer Applications: Using a Data Base.

University of Northern Iowa, Cedar Falls. School of Business.
SPONS. AGENCY- Iowa State Dept. of Public Instruction, Des Moines.
Div. of Career Education.
PUB DATE- 86
NOTE- 79p.
GRANT- FCS-86-02-71; FCS-87-02-71
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Behavioral Objectives; *Business Education; *Computer Literacy; *Computer Science Education; Computer Uses in Education; *Database Management Systems; *Databases; Learning Activities; Postsecondary Education; Secondary Education; Units of Study

This unit of instruction provides the teacher with assistance when teaching database use on the computer in secondary and postsecondary business education classes. Section I is the introduction addressed to the teacher. It provides instruction on how to proceed with the unit, types of software available, and where to use this material within the business curriculum. Section II, the introduction of a database to the student, provides a suggestion for getting started. This initial instruction includes lecture, discussion, and explanation of terms to the students. Some exercises are provided to help students visually understand what a database program will do. Examples are provided for a learning activity (creating a membership list) for four software programs: Appleworks, Data Handler, dBase III, and PFS: File. The activities for use in the classroom are designed to provide the teacher with two applications for the use of a database. These two activities provide instructional objectives, information for creating and using a database, and information for printing useful reports. Information is provided to help students develop additional activities with the software program. An appendix contains explanations of terminology, sample printed reports from the learning activity, and a list of references. (YLB)

ED 278 898 CG 019 677

Homa, Donald; Viera, Cynthia
Long-Term Memory for Pictures under Conditions of Difficult Foil Discriminability.
PUB DATE- Apr 87
NOTE- 43p.; Paper presented at the Annual Meeting of the Western Psychological Association (66th, Seattle, WA, May 1-4, 1986).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Students; *Encoding (Psychology); Higher Education; *Long Term Memory; Memory; *Pictorial Stimuli; *Recall (Psychology); *Retention (Psychology); *Visual Learning

Research has demonstrated that subjects are sensitive to both thematic and non-thematic information in pictorial stimuli. Three experiments were conducted to investigate memory for pictures under conditions of difficult foil discriminability and lengthy retention intervals. The foils differed from the studied persons in the number and quality of non-thematic details that were added or deleted. In each experiment, college students viewed colored photographs, black and white photographs, elaborated line drawings, and unelaborated line drawings. Subjects (N=81) in Experiment 1 were given an old/new test either immediately, 1 day, 1 week, or 1 month after viewing the pictures. Subjects (N=92) in Experiment 2 were given a 4-alternative forced-choice test at the same time intervals. Subjects (N=40) in Experiment 3 were given the old/new test 3 months after viewing the pictures. The results revealed that, with a yes/no procedure, performance was best on colored photographs, with performance on each stimulus type additive across the retention interval. For the forced-choice test, performance on colored photographs and unelaborated line drawings was best, with performance again additive across delay. A confusion analysis indicated errors were based on physical similarity even after 3 months. These results refute the hypothesis that the memorial representations for pictorial variations converge to a common, thematic code after lengthy delays; rather, non-thematic, analogue information is encoded and preserved for lengthy time periods. (Author/NB)

ED 278 941 CS 008 622

Braun, Carl
Facilitating Connecting Links between Reading and Writing.
PUB DATE- 86
NOTE- 27p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Case Studies; *Class Activities; *Classroom Environment; Elementary Education; *Integrated Activities; Language Arts; Reading Instruction; *Reading Writing Relationship; *Teacher Student Relationship; *Teaching Methods; Writing Instruction

The relationship between reading and writing, a subset of curriculum integration, involves an expanding knowledge of how connections across the language arts work and how they can be applied in everyday learning. Various theories have been postulated to explain the reading/writing connection. To enable children to make these connections, teachers should create a classroom environment that invites risk-taking for both child and teacher, emphasizes the learning process, involves demonstrations of learning by the teacher, and represents a literate environment. The following classroom strategies can be employed to help students make reading/writing connections: (1) teacher student conferences, which allow teachers to gain insight into their students' interests and needs, while sharing insights about the learning process and stimulating further engagement; (2) group talk, such as a listening response or a discussion of a text; (3) group cloze procedures, which emphasize the nature of text, particularly the sensible fit of words; and (4) semantic mapping, which represents visually the link between spoken and written texts. (A case study, in which a fourth grade teacher reads the sound poem "Weather" to her students, is included to illustrate how a teacher can help students make connections between various listening, reading, and writing experiences.) (JD)

ED 278 969 CS 008 705

Shell, Duane F.; And Others

Self-Efficacy and Outcome Expectancy: Motivational Aspects of Reading and Writing Performance.

PUB DATE- Dec 86
NOTE- 38p.; Paper presented at the Annual Meeting of the National Reading Conference (36th, Austin, TX, December 2-6, 1986).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; Expectation; Higher Education; Integrated Activities; *Motivation Techniques; *Reading Research; *Reading Writing Relationship; *Self Esteem; Student Motivation; *Writing Research

A study examined the relationships between the motivational variables of self-efficacy (the belief that one is capable of performing effectively) and outcome expectancies (contingency or causal dependency between actions and results) and performance in reading and writing. Subjects, 153 college students, completed measures of self-efficacy for reading and writing, outcome expectancy, reading achievement, and writing achievement. Data analysis revealed that self-efficacy and outcome expectancy beliefs are significant predictors of reading and writing performance. If persons experience reading and writing as important behaviors related to desired life goals both for themselves and for others, they will be more likely to engage in reading or writing activities and to persist in reading or writing tasks. (FL)

ED 279 014 CS 210 303

Ford, Daniel G.
Teaching a Faulkner Novel Using Research from the Discipline of English.
PUB DATE- 86
NOTE- 13p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Comparative Analysis; Higher Education; *Imagery; *Literary Criticism; *Literary Devices; *Literature Appreciation; Novels; Secondary Education; United States Literature
IDENTIFIERS- *Faulkner (William); *Go Down Moses; Keats (John); Text Structure

Students cannot be trained to perceive the complicated richness of literary art, but they may be educated to align their sensibilities with writer's clues when a literary work requires an intuitive reading. For instance, William Faulkner admired Keats's "Ode to a Grecian Urn" and various commentators have noted the urn-like imagery in Faulkner's experimental novel "Go Down, Moses." The idea in the ode that most intrigued Faulkner was that of the lover who can never kiss his beloved, "though winning near the goal." Faulkner experimented with the imagery of stasis throughout his career, using the technique of freezing time to examine moments of unfulfilled pursuit in "Go Down, Moses," an artistic unit of seven stories that he called a novel. The best known story is "The Bear," in which Faulkner's image of static pursuit takes on a resonance inspired and informed by the idea of pleasure implicit in capturing intact, and yet not destroying. The bear is like the figure on the urn, out of an old dead time, but still most truly and beautifully living. Faulkner creates two worlds in the story, that of the old wild life representing truth and that of the modern South, representing change. The final comment on unfulfilled pursuit in the novel sums up the idea of decorum implicit in pursuit in all the stories--what is important is that the pursuit is carried on properly. (NKA)

ED 279 056 EA 018 918

Jensen, Mary Cihak
How to Recruit, Select, Induct, & Retain the Very Best Teachers. School Management Digest Series, Number 32.
ERIC Clearinghouse on Educational Management, Eugene, Oreg.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
REPORT NO.- ISBN-0-86552-091-7
PUB DATE- 87
NOTE- 64p.
CONTRACT- OERI-R-86-0003
AVAILABLE FROM- Publication Sales, ERIC Clearinghouse on Educational Management, University of Oregon, 1787 Agate Street, Eugene, OR 97403 ($5.50 prepaid; quantity discounts; on billed orders, postage and handling will be added: $2.00 domestic, $3.00 foreign).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- Administrator Role; Beginning Teachers; Educational Improvement; Elementary Secondary Education; Employer Employee Relationship; *Employment Practices; Evaluation Methods; Personnel Policy; School Districts; *Teacher Effectiveness; Teacher Employment; Teacher Evaluation; *Teacher Orientation; *Teacher Persistence; Teacher Qualifications; *Teacher Recruitment; *Teacher Selection
IDENTIFIERS- Policy Implementation

The recruitment, selection, induction, and retention of capable teachers are interrelated processes involving schools' personnel, policies, and organization. This report explores issues surrounding these processes and discusses methods to improve districts' programs. Part I, "Recruiting Teachers," describes the competition for capable teachers, argues for vigorous recruitment efforts, and offers recommendations for improving recruitment. "Selecting Teachers," part 2, considers that the most capable candidates may not be the first hired. The section investigates this phenomenon and presents guidelines for districts to reverse this trend. Decisions should be based on multiple measures, because teaching requires proficiency in interrelated fields. Support for beginning teachers is advocated in part 3, "Inducting Teachers." The first section addresses attrition among new teachers, industrial induction models, beginning teachers' needs, and the relationship between induction and competency. The second section examines three commonly used induction structures. Recommendations suggest ways to meet needs of new teachers and their schools. Part 4, "Retaining Teachers," begins with the proposition that conditions that attract good teachers often retain them--competitive wages, meaningful work, professional working conditions, and growth opportunities. Within each category, this part explores factors causing attrition and retention. Recommendations are offered for districts determined to retain capable teachers. A conclusion and a two-page bibliography complete the report. (CJH)

Sorenson, Gail Paulus
Employees.
PUB DATE- 87
NOTE- 34p.; In: Thomas, Stephen B., Ed. The Yearbook of School Law, 1986. National Organization on Legal Problems of Education, 1987 (EA 019 190).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
Opinions/Personal Viewpoints/Position Papers/Essays (120)
Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Civil Liberties; Civil Rights; Contracts; *Court Litigation; Due Process; Elementary Secondary Education; *Employment Practices; Equal Opportunities (Jobs); Federal Courts; Government Employees; Public Schools; Reduction in Force; *School Law; *School Personnel; State Courts; Teacher Certification; Teacher Dismissal; Teacher Rights; Teacher Transfer; Tenure

This first chapter of "The Yearbook of School Law, 1986" summarizes and analyzes over 250 state and federal court decisions handed down in 1985 affecting the legal rights of employees of public schools and state education agencies. Among the topics examined are discrimination on the basis of race, religion, sex, national origin, age, and handicap; employees' constitutional rights to feeedom of speech, association, religion, and privacy and substantive due process; and employees' procedural due process rights related to liberty and property interests, the provision of notice of charges, and appropriate hearings. Other topics addressed are permissible personnel actions in cases involving claims of insubordination, unprofessional conduct, immorality, incompetence, and failure to comply with policies and statutes; legal questions raised by reductions in force and involuntary leaves of absence; contractual disputes over board policies, contract stipulations, administrative regulations, and statutory provisions; matters of tenure including tenure by default or by acquiescence; and requirements related to certification. Cases focusing on salaries, employment benefits, criminal acts, torts, collective bargaining, or purely procedural issues are not covered or are dealt with in other chapters of the yearbook. (PGD)

ED 279 083 EA 019 205

Spaull, Andrew; And Others
Teacher Unionism in the 1980s: Four Perspectives. Australian Education Review No. 24.
Australian Council for Educational Research, Hawthorn.
REPORT NO.- ISBN-0-86431-004-8
PUB DATE- 86
NOTE- 116p.
AVAILABLE FROM- Publication Sales, Australian Council for Educational Research, 9 Frederick Street, P.O. Box 210, Hawthorn, Victoria 3122 Australia ($8.95 Australian plus $6.00 surface mail postage and handling).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Collected Works - General (020)
DESCRIPTORS- Elementary Secondary Education; Foreign Countries; Government School Relationship; Labor Relations; Quality of Working Life; *Teacher Associations; Teacher Strikes; Teaching (Occupation); Union Members; *Unions
IDENTIFIERS- *Australia

This monograph by four authors examines the structure and role of teacher unions in the three Australian states of New South Wales, Victoria, and South Australia, and analyzes the rapidly changing shape of teacher unionism at the federal level. After an introduction by Andrew Spaull, Robert White, in chapter 2, examines developments within the teaching force in New South Wales, focusing on "Occupational Divisions and Educational Change," "Union Strategy and the Question of Unity," and "State Workers in the 'New Depression'." The third chapter, by Kate Nash and Andrew Spaull, deals with Victorian teacher unionism; topic headings include "Union Pattern," "Union Government," "Teacher Strikes," "Union Polices 1977-82," "Electoral Intervention in 1982 and 1985," "Relations with the Labor Government 1982-85," and "A New Industrial Relations System." Chapter 4, by Adrian Vicary, focuses on the South Australian Institute of Teachers, the second largest affiliate of the South Australian Trades and Labor Council. Topics include "Teachers and the Class Structure," "Growth and Development of SAIT," "Professionalism and Industrial Strategy," "The Politics of Consensus," "Towards Unionism," and "SAIT in the 1980s." The last chapter, by Andrew Spaull, examines the role of Federal Teacher's Organizations, highlighting "Development of the Australian Teacher's Federation," "The ATF in the 1980s," "The Australian Teacher's Union 1983-85," and the "ATU and Australian Teachers." Seventy-nine references are cited. (WTH)

ED 279 096 EA 019 219

Selander, Wilbur R.
Effective Schools/Teaching Project: Its Impact on a Senior High Principal.
Spencerport Central Schools, N.Y.
PUB DATE- Dec 86
NOTE- 6p.; In its: Spencerport Central Schools More Effective Schools/Teaching Project Documents, Second Series; see EA 019 215.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Administrator Responsibility; Administrator Role; Decision Making; Discipline; High Schools; Interpersonal Communication; Interprofessional Relationship; *Leadership Responsibility; *Management Teams; *Organizational Change; Organizational Development; *Participative Decision Making; *Power Structure; *Principals; Program Development; School Effectiveness
IDENTIFIERS- *Agenda Setting; Assertive Discipline; Effective Schools Project; New York (Spencerport)

This paper describes the positive changes in the organizational climate and the role of the principal in one high school during four years of implementing the Spencerport (New York) Effective Schools/Teaching Project. A gradual increase in the building level commitment of the project has led to a redefinition of leadership to include the Building Planning Team, the principal, assistant principals, and members of various subcommittees created by the Planning Team. The yearly establishment of agreed-upon goals has improved communication, cooperation, and participative decisionmaking on (1) allocation of resources; (2) specific issues such as training teachers in the preparation of criterion-referenced tests; (3) the development, chairing, and carrying out of goals of subcommittees, and (4) agenda preparation. These changes have resulted in major shifts in the relationship of the Planning Team to the school principal and in the principal's role. Because team members have assumed more responsibilities, the principal's role has shifted from that of director and supervisor to that of advisor and resource person. Administrative staff services have also changed in the past four years, especially in areas of student discipline and teacher supervision. Supervisory and support services changes are still in process. (IW)

ED 279 121 EC 191 742

Chadsey-Rusch, Janis; And Others
School-to-Work Transition Issues and Models.
Illinois Univ., Champaign. Secondary Transition Intervention Effectiveness Inst.
SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC.
PUB DATE- 86
NOTE- 105p.; For related documents, see EC 191 736-746.
CONTRACT- 300-85-0160
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Collected Works - General (020)
DESCRIPTORS- *Adjustment (to Environment); Adults; *Disabilities; Dismissal (Personnel); *Education Work Relationship; Government Role; Intervention; *Job Performance; Models; Professional Education; Secondary Education; *Transitional Programs; *Work Environment
IDENTIFIERS- *Supported Work Programs

The report, which is part of a series, contains four papers concerning school-to-work transition issues and models. The first paper, "Secondary Special Education and Transition from School to Work" (F. Rusch and L. A. Phelps) reviews the economic, educational, and community adjustment difficulties of youth with handicaps in the context of historical antecedents and the U.S. Office of Special Education and Rehabilitative Services' Transition Initiative. The second paper, "A Multi-Level Perspective on Job Terminations for Adults with Handicaps" (C. Hanley-Maxwell, et al) calls for reframing the questions and advocates broader consideration to planning interventions at the individual, small group, organizational, institutional, and community levels. The third paper, "Introduction to Supported Work" (F. Rusch) presents an overview of the characteristics of the supported-work approach and offers recommendations for personnel preparation. The final paper, "The Ecology of the Workplace" (J. Chadsey-Rusch and F. Rusch) discusses three ecological dimensions (physical, social, and organization ecology) and their impact on job maintenance for persons with special needs, especially in relation to work performance skills and social interpersonal skills. (DB)

Anderson, Betty N.; Bower, JoAnn C.

Statewide Evaluation of Early Education Programs for Handicapped Children in Louisiana, 1985-86. Summary Report: Teachers.

Louisiana State Dept. of Education, Baton Rouge. Bureau of Evaluation.
PUB DATE- Sep 86
NOTE- 34p.; For related documents, see EC 191 758 and EC 191 760-763.
GRANT- G0084C3509
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Class Activities; *Disabilities; Home Programs; Interviews; *Preschool Education; *Program Effectiveness; *Program Evaluation; Qualitative Research; Questionnaires; Self Care Skills; State Surveys; Teacher Attitudes; Teacher Certification; *Teacher Role
IDENTIFIERS- *Louisiana

The first section of the document consists of a questionnaire/survey instrument completed by 80 teachers as part of a study designed to evaluate the quality and efficiency of early education programs serving handicapped children (ages 3-5) in Louisiana during 1985-86. Frequency distribution of responses are shown in the instrument. The second section is a narrative developed from interviews during on-site visits to center-based and home-based programs. Qualitative data are reported on such topics as teacher training and certification, experience, and staff role. Descriptions of daily routines observed in center-based programs are also provided, including language-reasoning experiences, creative activities (music and movement, free or dramatic play), and personal care. (JW)

ED 279 147 EC 192 110

Semmel, Melvyn I.
Special Education in the Year 2000 and Beyond: A Proposed Action Agenda for Addressing Selected Ideas.

PUB DATE- 87
NOTE- 72p.; In: The Future of Special Education: Proceedings of the Council for Exceptional Children Symposium (Lake Geneva, Wisconsin, May 1986); see ED 276 245.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Curriculum Development; Dropouts; *Educational Needs; *Educational Trends; Education Work Relationship; Elementary Secondary Education; Futures (of Society); *Handicap Identification; Mainstreaming; *Mild Disabilities; Research Needs; *Special Education; Teacher Education

The paper addresses issues concerning the future of special education with a focus on the mildly handicapped (MH). After an initial section presenting the particular frame of reference and philosophical biases underlying this presentation, recommendations are made for a possible agenda which addresses seven key areas in the field. Among recommendations concerned with the overidentification of MH students are acceptance by the field that MH cannot be objectively validated and the need to educate policy makers to an ecological orientation to child variance. Agenda items concerning the dropout problem in special education include avoidance of "pushing out" MH students in response to pressures for academic excellence and development of outreach programs to provide a "second chance" for dropouts in the community. Improvements in the area of curriculum and transitions in special education include a broadening of the concept of transition. Among agenda items related to least restrictive environments are implementation of the accruing body of effective schools research; and among recommendations for special education teacher training are more generic training of specialization personnel. Such needs as better instructional programming and training in computer literacy are noted for the technology area. A major recommendation for the final area (theory, research and leadership training) is cross validation of instructional research results from the general education sector.(DB)

ED 278 828 CE 046 368

Dreisbach, Peter B.; And Others
Readjustment and Life Satisfaction of International Students in Agriculture Returning Home to a Developing Country.
PUB DATE- Dec 86
NOTE- 13p.; Paper presented at the Annual Meeting of the American Vocational Association (Dallas, TX, December 5-9, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adjustment (to Environment); *Agricultural Education; *College Graduates; Counselor Role; *Developing Nations; Foreign Student Advisers; *Foreign Students; Higher Education; *Life Satisfaction; *Student Adjustment; Student Exchange Programs

A study was conducted to identify and compare anticipated life satisfaction and readjustment as perceived by bachelor and graduate degree-level international students returning to developing countries after studying agriculture in the United States with actual life satisfaction and readjustment as perceived by students with similar backgrounds who had already returned home to a developing country. Following a literature review, survey instruments were developed and mailed to a sample of 1,049 international agricultural students (603 pre-departure students and 446 post-departure students). The survey asked for background information, life satisfaction, social and cultural readjustment, professional and educational readjustment, and national and political readjustment. Sixty-five percent of the pre-departure students and 26 percent of post-departure students responded to the questionnaire. Some of the conclusions drawn from the study's findings are as follows: (1) life satisfaction was greater for single, pre-departure, Spanish-speaking students from Central America supported by themselves, their families, or their home government; (2) international students with an official English language background had greater social and cultural readjustment than those from either a Spanish or French language background; (3) international students sponsored by the Agency for International Development, with a French language background and with only a bachelor's degree, had greater professional and educational readjustment than others. The study recommended that international students in agriculture be given the results of the study and that those with potential readjustment problems be given counseling. (KC)

ED 278 913 CG 019 692

Educator's Guide to Sexually Transmitted Diseases.
Texas State Dept. of Health, Austin.
PUB DATE- 85
NOTE- 101p.; Prepared by the Venereal Disease Control and Public Health Promotion Divisions.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adolescents; Decision Making; Secondary Education; *Secondary School Students; *Sex Education; Sexuality; Teaching Guides; *Venereal Diseases
IDENTIFIERS- *Texas

This document contains an educational resource guide designed to help educators provide relevant education about sexually transmitted diseases (STDs) to secondary school students in compliance with the Texas State Board of Education Rules for Curriculum. The guide, taking a pragmatic approach that emphasizes a prevention/intervention strategy, attempts to provide information which will assist students in grades 7 through 12 in making realistic decisions cocerning responsible sexual behavior. It consists of five major concept areas, each with behavioral goals, student objectives, and activities. The five concepts are: (1) what STDs are; (2) how STDs are spread; (3) avoiding STDs; (4) recognizing an STD infection; and (5) getting STD treatment. Student activity sheets, a pre-post test, and an STD summary sheet are included. A resources section lists the most frequently asked questions and answers about STDs for each of the five concepts, provides a glossary of terms, and describes a variety of health materials available through the Texas Department of Health. (NB)

ED 278 928 CG 019 707

Gattiker, Urs E.; And Others
Income Inequality Based on Gender and Position: Possible Effects on Perception of Career Success.
SPONS. AGENCY- Lethbridge Univ. (Alberta).
PUB DATE- Apr 87
NOTE- 34p.; Financial support for this research project was also provided in part by the Alberta Manpower "STEP" Program.
CONTRACT- 86-1934-405
GRANT- 11149
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Employed Women; *Employer Employee Relationship; *Employment Level; *Equal Opportunities (Jobs); Foreign Countries; *Salary Wage Differentials; Sex Bias; Sex Differences; Sex Discrimination; *Success
IDENTIFIERS- Canada

A major concern for researchers and managers alike is the inequality in the workforce based on gender and position. Researchers have found that women tend to hold disproportionately lower positions than men and receive remuneration of about 60 cents to the dollar compared to their male peers. This study assessed inequality in wage and position based on gender and whether employees perceived success differently looking at their gender and level in the organization. Employers (N=28) representing large and medium-size Canadian firms, educational institutions, and government agencies were surveyed. Each employer selected three to six successful managers (female and male) and an equal number of support personnel from a variety of departments. Managers identified female respondents and then matched male participants in positions with similar job complexity and responsibility. Responses were received from 296 of those employees who were asked to participate. Respondents completed an anonymous questionnaire about their subjective career success including success in finance, interpersonal relationships at work, and non-work spheres. Results indicated: (1) income and position inequality existed for females; (2) females seemed to perceive themselves as successful as their male counterparts, except for female managers; and (3) possible role and status conflicts existed for female managers between job and non-work expectations. The argument that inequality in income based on gender in particular and its limited effect on a person's dispositional assessment of career success suggests some necessary revisions of models of career development and women's status in the workforce. (ABL)

ED 278 956 CS 008 688

Gutknecht, Bruce
Depictions of Aging and the Elderly in Primary Grade Reading Instructional Material.
PUB DATE- Dec 86
NOTE- 15p.; Paper presented at the Annual Meeting of the National Reading Conference (36th, Austin, TX, December 2-6, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adult Development; Age Differences; Aging (Individuals); *Aging Education; *Content Analysis; Generation Gap; Gerontology; *Older Adults; Primary Education; Reading Instruction; *Reading Materials; *Reading Research; *Social Attitudes
IDENTIFIERS- *Age Bias

A study was conducted to analyze the content of stories in several basal reading systems widely used in primary grade reading instruction. The investigation was in terms of the relative frequency of main characters who are elderly, the portrayal of elderly characters in relation to other characters in the stories, the incidence of aging themes, and incidental references to aging or the elderly--as well as a question on non-human and human characters. Two hundred ninety-eight stories were analyzed using the primary grade (K-3) reading instructional materials of two different textbook publishers. Results showed that (1) the elderly do not appear as primary characters in stories to any great degree, (2) most elderly human characters were portrayed in a positive manner, (3) a higher percentage of elderly non-human characters are portrayed as negative, and (4) more negative than positive statements about the elderly appear in the stories, while the opposite is true about the young and adults. Conclusions point to the fact that far too few elderly appear as primary characters in basal reader stories and, when they do appear, far too many negative statements are made about them. (Tables of data and a two-page reference list are included.) (NKA)

ED 278 984 CS 008 725

Pearson, P. David; Dunning, David
The Impact of Assessment on Reading Instruction.
PUB DATE- 85
NOTE- 13p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Journal Articles (080)
DESCRIPTORS- Class Activities; Curriculum Problems; Elementary Secondary Education; Evaluation Methods; *Mastery Learning; Mastery Tests; Reading Achievement; Reading Diagnosis; *Reading Instruction; Reading Skills; *Reading Tests; Skill Development; *Standardized Tests; Student Evaluation; Teaching Methods; Test Construction; Test Format; *Testing Programs; Test Interpretation; Test Reliability; Test Use
IDENTIFIERS- *Teaching to the Test

Schemes for assessing reading achievement with specific tests have been in use since early in this century. The two driving forces behind the testing movement--scientific objectivity and compulsory education--blossomed in the 1920s and 1930s and continued substantially unchanged through most of the 1960s. In the early 1970s, the idea of mastery learning (hold achievement constant and allow instruction to vary) was introduced and developed in the form of highly skill-specific, criterion-referenced tests. Generally, instructional variation consisted of varying the amount of workbook or worksheet practice designed to help students pass mastery skills tests. Since the late 1970s, states have shifted their concern to instruction and program assessment. In the early 1980s, the Report of the Commission on Reading caused an increase in comprehensive state-mandated testing programs (SMTP). The major threat of these programs is curriculum reductionism, which teachers might respond to by (1) not organizing classroom time around "teaching to the test"; (2) learning more about the process for revising SMTP; (3) interpreting SMTP results cautiously because they are generally not an accurate index of an individual's progress; and (4) evaluating children's reading competency using measures that approximate real reading. (JD)

ED 279 001 CS 210 247

Blume, Delorys
The Echoing Fishbowl or How to Get Kids to Listen.
PUB DATE- 83
NOTE- 8p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Journal Articles (080)
DESCRIPTORS- *Class Activities; Group Activities; *Interpersonal Communication; *Listening Habits; *Listening Skills; Primary Education; Speech Communication; *Student Behavior; *Teaching Methods

Focusing on the difficulties primary teachers often encounter when trying to get their students to listen, this article presents two exercises that have proved effective in improving students' listening skills. The first exercise, "The Echoing Fishbowl," provides children with attentive listening experience by putting them in a situation in which, to be allowed to express their views, they must first listen to the previous speaker well enough to repeat the main ideas conveyed. The second exercise, "An Experiment in Communication," gives students concrete experience of one-way and two-way communication. It involves dividing students into pairs and having each student take a turn as both the giver and the follower of directions. The article details the procedures, evaluation, and materials needed for each exercise and emphasizes that, to teach listening skills effectively, instructors must first become good listeners themselves. (JD)

ED 279 029 CS 210 346

Stewart-Dore, Nea, Ed.
Writing and Reading to Learn.
Primary English Teaching Association, Rozelle (Australia).
REPORT NO.- ISBN-0-909955-65-4
PUB DATE- 86
NOTE- 110p.; Photographs may not reproduce well.
AVAILABLE FROM- Business Manager, Primary English Teaching Association, P.O. Box 167, Rozelle, New South Wales 2039, Australia ($10.50 member, $13.00 nonmember, Australian currency).
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Books (010) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Classroom Environment; Cognitive Development; Elementary Education; Foreign Countries; *Language Processing; *Literacy Education; Reading Research; *Reading Writing Relationship; *Teacher Attitudes; Teacher Role; *Teaching Methods; *Theory Practice Relationship; Writing Research
IDENTIFIERS- Australia

Intended to bridge the gap between current research and theory about literacy learning and teaching and teacher knowledge of that theory and research, this book raises questions about what teachers should know about language, literacy, and learning to help children become confident, reflective, independent learners both in and out of school. Specifically, the book challenges teachers to examine and justify their literacy teaching practices, the literary products they value, and the literacy learning experiences that they provide for their students. It is argued that teachers do children a disservice if they either confine literacy teaching and learning to the language arts curriculum or orient their teaching practices toward the learning of content rather than toward the development of thinking and understanding. Titles of the essays and their authors are as follows: (1) "Literacy, Learning and Teaching" (N. Stewart-Dore); (2) "Learning to Be Literate--Naturally" (B. Parkes); (3) "Learning to Mean in Writing" (F. Christie); (4) "Connecting Writing and Reading" (M. Anstey); (5) "Thinking-Through Text" (B. Morris); (6) "Writing and Reading to Learn Together" (J. Weis and N. Stewart-Dore); and (7) "Writing and Reading Culturally" (N. Stewart-Dore, R. Guttormsen, and N. Kennedy). (JD)

ED 279 108 EA 019 246

David, Robert K.
An Action Plan for School Improvement: Summary of Attitude Surveys i
the County Lacombe.
Alberta Dept. of Education, Edmonton. Planning Services Branch.
PUB DATE- Nov 86
NOTE- 16p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Attitude Measures; Change Strategies; Communication (Thought Transfer); Educational Assessment; *Educational Change; *Educational Improvement; Elementary Secondary Education; *Evaluation Utilization; Foreign Countries; Guidance Programs; Needs Assessment; Professional Recognition; Program Development; Program Effectiveness; Program Evaluation; *Public Opinion; *Surveys
IDENTIFIERS- Alberta (Lacombe County)

This document reports on a study designed (1) to develop a plan fo school improvement using information obtained from an attitude survey, (2) to examine the implementation of the plan, and (3) to evaluate the results to determine if improvements had occurred. Attitude surveys were conducted of students, parents, supporters, and staff in the County of Lacombe (Alberta) in two successive school years. Results of the first survey led to the development and implementation of an action plan to respond to identified school improvement issues of communication, staff appreciation, guidance and counseling, and school-based objectives. The second survey was conducted to determine if the action plan had any impact on attitudes in the county. Results showed that the action plan was only partly successful in changing attitudes on school improvement issues. Attitudes did not improve regarding communication and the guidance and counseling program. Only slight improvement occurred in teachers' attitudes about recognition and appreciation. The most positive attitude changes occurred in regard to school based issues. Recommendations were (1) to continue efforts toward improved communication, staff recognition, and guidance and counseling services and (2) to make provisions for local school systems to conduct their own attitude surveys. (IW)

ED 278 775 CE 045 395

Rabey, Gordon P
Manager. Outlining for Busy Managers the Key Points of Effective Management. The Supervisor's "Do-It-Yourself" Series 2.
Institute of Supervisory Management, Lichfield (England).
PUB DATE- 79
NOTE- 96p.; For related documents, see CE 045 394-398.
AVAILABLE FROM- Institute of Supervisory Management, 22 Bore Street, Lichfield, Staffordshire WS13 6LP, England (2.00 pounds; 20 or more--15% discount).
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Administrative Principles; Budgeting; Communication Skills; Decision Making; *Employer Employee Relationship; Foreign Countries; Independent Study; *Interpersonal Competence; Labor Relations; Leadership; Management Development; Money Management; *Personnel Management; Postsecondary Education; Problem Solving; Recruitment; Resource Allocation; Staff Development; Supervision; *Supervisory Methods; *Supervisory Training

This guide, which is intended for new supervisors and managers to use in an independent study setting, deals with the key points of effective management. The following topics are discussed in the individual sections: understanding what a manager is and why managers are appointed; setting objectives and achieving results; planning and controlling activities (labor cost, production, quality, inventory, and budgetary control); identifying and managing resources (financial management, fixed assets, people employed, stock, work methods, value analysis, marketing strategy, and time management); planning staffing requirements (labor force planning, recruitment and selection, staff training and appraisal, and staff development); working with people (abilities required in management, strategies for managing change, industrial relations, complaints and grievances, discipline, worker participation, decision-making and problem-solving techniques, and safety at work); communicating; and putting all the different facets of management together. (MN)

ED 278 814 CE 046 329

Etuk, Lugard A.; McCracken, J. David

Commitment to Teaching as a Profession by Ohio Teachers of Vocational Agriculture. Summary of Research 45.

Ohio State Univ., Columbus. Dept. of Agricultural Education.
PUB DATE- 87
NOTE- 17p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Agricultural Education; Individual Characteristics; Occupational Information; Secondary Education; State Surveys; *Teacher Characteristics; *Teacher Persistence; *Teaching (Occupation); *Vocational Education; Work Experience
IDENTIFIERS- *Ohio

A study investigated the major factors--demographic characteristics, job characteristics, and work experiences--related to commitment to teaching as a profession among Ohio teachers of vocational agriculture. The population was a random selection from the Ohio secondary school teachers of vocational agriculture listed in the 1983-84 directory. Mailed questionnaires resulted in an 81 percent return. Findings indicated that none of the demographic characteristic variables demonstrated either a substantial or a very strong relationship with the dependent variable, commitment to teaching as a profession. Job characteristic variables as a set failed to explain a significant unique portion of the variance in the dependent variable. A moderate positive relationship was found between commitment to teaching as a profession and feedback. The collective set of work experience variables explained a significant unique proportion of variance in the dependent variable. Most had a significant relationship with commitment to teaching as a profession, including vocational agriculture teacher cohesion, group attitudes toward the teaching profession of vocational agriculture, realization of expectation, first-job challenge, personal importance, and self-image. These variables were found to be the best predictors of commitment to teaching as a profession by Ohio teachers of vocational agriculture: personal importance, first-year job challenge, vocational agriculture teachers' cohesion, and self-image. (YLB)

ED 278 842 CE 046 390

Johnson, Terry
JTPA Evaluation at the State and Local Level. Volume V: A Guide for Net Impact Evaluations.
Washington State Dept. of Employment Security, Olympia.
SPONS. AGENCY- International Business Machines Corp., Armonk, N.Y.; National Commission for Employment Policy (DOL), Washington, D.C.
PUB DATE- Mar 86
NOTE- 134p.; A product of the JTPA Evaluation Design Project. Part of the appendix contains small print. For related evaluation materials, see CE 046 385-393.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Data Analysis; Data Collection; Educational Legislation; *Employment Programs; Evaluation Criteria; *Evaluation Methods; Federal Legislation; Literature Reviews; Local Issues; Outcomes of Education; *Program Evaluation; *Research Design; Research Methodology; *Statewide Planning
IDENTIFIERS- *Impact Studies; *Job Training Partnership Act 1982; Service Delivery Areas

This guide is intended to assist states and service delivery areas (SDAs) in addressing the new oversight responsibilities and opportunities stipulated by the Job Training Partnership Act (JTPA) with respect to net impact evaluations. The first chapter contrasts the objectives and provisions of JTPA with those of the Comprehensive Employment and Training Act (CETA). The literature review provided in the second chapter discusses previous studies that have analyzed the impacts of various employment and training programs and examines the implications of previous research for developing a state-level net impact model. The third chapter presents a conceptual framework for developing a state-level JTPA net impact mode. The conceptual framework, which builds on the results of the literature review, indicates the key outcome measures that should be examined, the subgroups of trainees for which impacts should be measured separately, the program activities (treatments) that should be examined, the types of economic and demographic characteristics that may affect outcomes, and the data sources that will be used to measure the aforementioned elements. A chapter on research design discusses various issues relating to the participant sample, use of a comparison group strategy, and sample sizes for the participant and comparison samples. The final chapter outlines a data analysis plan that addresses the issues of examining the adequacy of the comparision groups, estimating the net impacts of JTPA programs, obtaining net impact estimates for various subgroups, dealing with measurement error and other statistical issues, and making adjustments for potential data and design deficiencies. A sample JTPA application form is appended. (MN)

ED 278 855 CE 046 410

Kidney, John; And Others
Keyboarding for Elementary Students.
University of Northern Iowa, Cedar Falls. School of Business.
SPONS. AGENCY- Iowa State Dept. of Public Instruction, Des Moines. Div. of Career Education.

PUB DATE- 85
NOTE- 100p.; For the related student text, see CE 046 411.
GRANT- FCS-85-02-71; FCS-86-02-71
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Business Skills; Classroom Techniques; Course Content; Educational Resources; Elementary Education; Elementary School Curriculum; *Inservice Teacher Education; *Keyboarding (Data Entry); *Learning Activities; Lesson Plans; *Skill Development; *Teaching Methods; *Typewriting; Units of Study; Word Processing

This package contains four components designed to help elementary or business education teachers teach keyboarding to elementary students. The keyboarding program described in these materials consists of three phases: Phase I--learn the keyboard, basic function keys, technique and confidence; Phase II--review the keyboard and technique, language arts application, introduction to composition and proofreading; and Phase III--quick review of keyboard and technique, creating, editing, and printing, and computer terminology. This package contains (1) an inservice guide for business teachers and elementary teachers that provides suggestions for introducing and implementing a keyboarding program; (2) a teacher's guide, with a day-by-day lesson plan for a six-week course in keyboarding that could be used in Phase I and for review; (3) Appendix A, with supplemental materials such as suggestions for implementation, sample letters to parents, visual keyboard, sample name card, activity suggestions, activity sheets, technique check list, glossary of computer terms, certificate and good work awards, and picture of a "computer bug"; and (4) Appendix B, which contains references for software, textbooks, and a bibliography of articles that relate to keyboarding. (KC)

ED 278 870 CE 046 440

Communication. Listen, Speak, Write, Use.

University of Northern Iowa, Cedar Falls. School of Business.

SPONS. AGENCY- Iowa State Dept. of Public Instruction, Des Moines. Div. of Career Education.
PUB DATE- 86
NOTE- 204p.
GRANT- FCS-86-02-71; FCS-87-02-71

LANGUAGE- English
EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Behavioral Objectives; Business Education; *Communication Skills; *Language Usage; Learning Activities; Lesson Plans; *Listening Skills; *Office Occupations Education; Postsecondary Education; Pretests Posttests; Secondary Education; *Speech Skills; Telephone Usage Instruction; *Writing Skills

This instructional unit is intended for use in helping secondary and postsecondary business students develop their communications skills. The course is designed to be taught in six weeks in conjunction with the sixth edition of "Business English and Communication," a textbook published by McGraw-Hill. Chapters addressing listening, speaking, writing, and language usage skills are included. Each chapter contains some or all of the following: introduction, behavioral objectives, unit outline, pretest, activities, posttest, evaluation criteria, expansion activities, expansion references, and student handouts. The chapter on speaking also includes a unit and activities dealing with telephone usage. Guidelines for selecting activities, answers for the communication unit, a bibliography, and expanded references conclude the guide. (MN)

ED 278 884 CG 019 662

Larsen, Knud S.; Long, Ed
Attitudes toward Rape.
PUB DATE- Apr 87
NOTE- 18p.; Paper presented at the Annual Meeting of the Western Psychological Association (67th, Long Beach, CA, April 23-26, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Attitude Measures; Attribution Theory; College Students; Concurrent Validity; Higher Education; *Personality Traits; *Rape; *Sex Differences; Student Attitudes; *Test Construction; *Test Validity; Victims of Crime
IDENTIFIERS- *General Attitudes Toward Rape Scale

While the perception of rape has been studied intensely in recent years, most scales focus on rape myths as the content domain. The need exists for a more general instrument which would include items from a variety of sources, e.g., attitudes toward rape awareness, sexual history, age, virginity, community support, etc., in addition to the myth of victim responsibility. A four-phase process was used to develop a general scale of attitudes toward rape (GATR). In phase 1, 36 male and 36 female undergraduates completed an instrument with an item pool of 80 statements. The item analysis yielded 22 statements with high part-whole correlations. Results from male (N=36) and female (N=35) undergraduates participating in phase 2 of the study showed that the revised GATR scale effectively distinguished between men and women; findings suggest that males are more acceptant of rape than are females. In phase 3, 47 male and 65 female undergraduates completed the GATR, the Attitudes Toward Rape Scale (Field) and the Rape Myth Acceptance Scale (Burt). Results support the concurrent validity of the GATR scale. Construct and factor validity of the GATR were evaluated in phase 4. The GATR and several personality measures were administered to 196 male and 160 female undergraduates. The scale showed promising concurrent, construct, and known group validity. To some extent, attitudes toward rape were associated with personality traits of locus of control, Machiavellianism, and anomie. The unidimensional character of the GATR scale was also demonstrated. (NB)

ED 278 942 CS 008 625

Greif, Ivo P.

A Study of the Pronunciation of Single-Syllable, Closed-Syllable Words.

PUB DATE- 77
NOTE- 7p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Applied Linguistics; Language Research; Phoneme Grapheme Correspondence; *Phonics; Primary Education; *Pronunciation Instruction; *Stress (Phonology); *Structural Analysis (Linguistics); *Syllables; *Vowels
IDENTIFIERS- Clymer (Theodore)

Research has shown that the commonly taught phonics rule "a vowel in the middle of a one-syllable word is short" is accurate only 68% of the time, given that a single-syllable word has been correctly identified. A recent research endeavor, which analyzed 138,000 words listed in the "New Grolier Webster International Dictionary of the English Language," indicated that only 39% of the words could be correctly pronounced using the rule. Results suggested that the rule be reworded so it would not apply to words with vowel digraphs such as "air." Analysis of the revised rule indicated that 68% of the words could be correctly pronounced in the cases where no errors were made in identifying one-syllable words. However, children in early first grade can reasonably be expected to make a considerable number of errors in the identification process; therefore, the rule's utility is probably much lower in actual classroom situations. Given Theodore Clymer's generally accepted standard of utility for phonics rules, which requires a large enough sample of words to which a rule applies and a 75% standard frequency of application for correct results, even the reworded rule is unsatisfactory, suggesting that the rule no longer be taught. (JD)

ED 278 970 CS 008 706

Stahl, Norman A.; And Others
Developing College Vocabulary: A Content Analysis of Instructional Materials. College Reading and Learning Assistance Technical Report 86-07.
Georgia State Univ., Atlanta.
PUB DATE- Nov 86
NOTE- 46p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Content Analysis; Higher Education; *Instructional Material Evaluation; Reading Improvement; Reading Instruction; Reading Research; Teaching Methods; *Textbook Content; Textbook Evaluation; Textbook Research; *Theory Practice Relationship; *Vocabulary Development

Since current research and theory question many of the traditional methods and techniques of teaching vocabulary, a study was made to determine the content of 55 college vocabulary texts and the extent to which the content was consistent with empirical evidence. The study investigated the techniques used to teach word knowledge and whether they were additive or generative in nature. Additive or word specific approaches emphasize predetermined sets of words, while generative approaches emphasize strategies for vocabulary learning beyond specific instructional materials. Analyses revealed that 89% of the texts employed an additive philosophy. The most prevalent instructional category found was the use of word element exercises, most of which contained isolated drills focusing on short-term memorization of definitions for targeted words. Results indicated that only 38% of the texts included contextual analysis as a vocabulary strategy and that only six textbooks using this strategy employed a generative approach. Findings also revealed that dictionary/reference was a common instructional approach for vocabulary development in commercial materials. Learning words from lists was found to be by far the most common additive-type exercise. Based on these findings, it was recommended that postsecondary vocabulary development materials (1) encourage independent vocabulary development, (2) stimulate a deeper understanding of words studied, (3) use actual texts to teach contextual analysis, (4) organize words in semantically-related sets when using an additive approach, (5) promote long-term vocabulary learning, and (6) be scrutinized for validity by textbook authors. (A six-page reference list, a list of texts analyzed, the text assessment worksheets, and a master list of College Reading and Learning Assistance Technical Reports are appended.) (JD)

ED 279 043 CS 505 508

Soukup, Paul A.
Thinking, Talking, and Trinitarian Theology: From Augustine to Aquinas on Communication.
PUB DATE- Nov 86
NOTE- 30p.; Paper presented at the Annual Meeting of the Speech Communication Association (72nd, Chicago, IL, November 13-16, 1986).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Biblical Literature; *Communication (Thought Transfer); Discourse Analysis; Epistemology; *Philosophy; *Religion; Rhetoric; *Rhetorical Criticism
IDENTIFIERS- Aquinas (Saint Thomas); Augustine (Saint); *Logos (Theology); *Theology

A linguistic model of communication is preeminent in Western culture, and part of its power arises from the Western preoccupation with word, particularly the Christian meditation on the Word, the second person of the Trinity. Augustine's philosophy and theology of the word made him a proponent of a linguistic epistemology: all knowledge is knowledge of the word and words are signs of reality. Anselm shifted the grounds of the discussion of the word-Word metaphor from rhetoric to grammar. He worked from within language and built up his argument from a series of grammatical and logical equivalences, making the issue the definition of the Word. Peter Lombard's treatment of the word-Word metaphor dealt with predication about the Trinity and the application of the "Categories" of Aristotle to the Trinity. Thomas Aquinas changes the notion and scope of the inner word and its metaphorical relation to the divine Word by substituting Aristotelian epistemology for Augustinian. Aquinas also blends poetry and theology in his treatment of the Word, so that what he attempts to explain theologically he evokes poetically. The word-Word metaphor reveals a view of communication common to the Middle Ages: communication always reveals the inner, making it concrete. (SRT)

Warger, Cynthia L., Ed.; Aldinger, Loviah E., Ed.
Preparing Special Educators for Teacher Consultation.
Toledo Univ., Ohio. Coll. of Education and Allied Professions.
SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC.
PUB DATE- 86
NOTE- 187p.
GRANT- G008301647
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Collected Works - General (020)
DESCRIPTORS- *Consultants; *Consultation Programs; *Disabilities; Elementary Secondary Education; Practicums; Professional Development; Resource Staff; *Resource Teachers; Special Education; Student Teaching; *Teacher Education; Teacher Education Programs

The publication defines the nature of special education consultation and presents various options through which training can be provided by college and university departments of special education. The first three papers present the realities of special education consultation as currently practiced: "Serving Special Children through Teacher Consultation" (J. C. Conoley), "Setting the Stage for Successful School Consultation" (L. Idol-Maestas), and "The Teacher Consultant at the Secondary Level: Just Right of Center" (V. Ryan and R. Kokoszka). The following four papers discuss essential aspects of either the process or the substance of special education consultation: "Consultant Beliefs Which Make a Significant Difference in Consultation" (A. Menlo), "The Human Dimension of Consultation" (M. E. Carroll), "Modeling a Process of Problem Identification" (L. N. Hodgson), and "The Self-Documentation Model: A Process for Consultation with Experienced Teachers in Special Education Practica" (P. C. Wood et al). The final three papers contain descriptions of formal training programs in special education consultation: "A Graduate Preparation Program in Special Education Teacher Consultation" (C. L. Warger and L. E. Aldinger), "Adding Consultation Skills to Your Repertoire: A Training Model" (J. M. McPhail and N. J. Eiss), and "Special Education Teacher Consultation Training Programs" (M. Friend). (JW)

ED 279 148 EC 192 111

Gall, Robert S.
Framework for Policy and Action in Special Education: An International Perspective.

PUB DATE- 87
NOTE- 38p.; In: The Futures of Special Education: Proceedings of the CEC Symposium, p357-92, May 1986, see EC 191 717.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Comparative Education; *Disabilities; *Educational Policy; Educational Technology; *Educational Trends; Elementary Secondary Education; Foreign Countries; *Futures (of Society); *International Education; Normalization (Handicapped); Parent Role; *Special Education; Trend Analysis
IDENTIFIERS- *Canada; International Responsibility

The paper provides a discussion of major issues and directions in special education from an international perspective. Noted first are such assumptions as the ultimate importance of the individual and such concerns as increased depersonalization and alienation. A brief review of historical commitments and accomplishments in special education during the last two decades is provided next, followed by a comparison of the American and Canadian interpretations of the international obligation to provide all children with an education. Eight dominant trends are then examined: (1) the non-categorical movement and associated pedagogical strategies; (2) expanded age range for special education; (3) expanded services to broader ranges of exceptionality; (4) the positive impact of technology; (5) the expansion of community based paraprofessional supports in special education; (6) the principle of normalization as the philosophical base for services; (7) the emergence of alternative training models for both professionals and paraprofessionals; and (8) the emergence of the parent as professional. The trends serve as the basis for identification of six support components or service principles for policy development including equity/equitability, comprehensiveness, flexibility, accountability, cost effectiveness and compatibility, and simplicity. The conclusion stresses the need for the education sector to accept significant changes to the status quo. (DB)

ED 278 787 CE 046 202

Richards, Beverly, Ed.
National Health Occupations Education Curriculum Conference.
Conference Proceedings (Des Moines, Iowa, October 8-10, 1986).
Iowa Univ., Iowa City. Coll. of Education.
SPONS. AGENCY- Iowa State Dept. of Public Instruction, Des Moines.
Area Schools and Career Education Branch.; Office of Vocational an
Adult Education (ED), Washington, DC.
PUB DATE- Oct 86
NOTE- 157p.
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Reports -
Research/Technical (143) Reports - Descriptive (Program/Project
Descriptions) (141)
DESCRIPTORS- Adult Education; *Allied Health Occupations Education;
Articulation (Education); Continuing Education; *Curriculum
Development; Dentistry; *Educational Needs; Educational Planning;
*Educational Trends; Employment Projections; *Futures (of Society)
Health Education; Labor Needs; Nursing Education; Nursing Homes;
Postsecondary Education; Secondary Education; Skill Development;
*Technological Advancement; Vocational Education
IDENTIFIERS- Illinois

This document contains 16 speeches and small group presentations given at a conference that focused on the needs for health care in the future. The following papers are included: "Cost Containment" (Thomas D. Hatch); "Educational Issues for Tomorrow's Health Occupations--Advanced Technology" (Rex Montgomery); "Mental Health Curricula Content in the Preparation of Technical and Vocational Health Care Providers in Long Term Care Facilities" (Mary S. Harper); "Wellness: Theme of the 80s" (Chris Schreurs and Kevin Israel); "Building Today for a Better Tomorrow: Problems and Prospects for Health Occupations Education in the 21st Century" (Mary M. Randall); "Future Directions of Health Care and Health Care Education" (Catherine B. Junge); "Health Careers Framework and Model Curriculum Standards" (Beverly Campbell); "Updating Teaching Technology" (small group session); "Multicompetency: The Illinois Experience" (Archie G. Lugenbeel); "Restructuring the Health Care Labor Force: The Rise of the Multi-Skilled Allied Health Practitioner" (Keith D. Blayney); "Maricopa Community College's Approach to High School/College Articulation" (John L. Bradley); "Direction of Dental and Dental Auxiliary Education" (Karen M. Duffy); "Nursing Education Issues" (Karla K. Berns); "Vocational Health Occupations Education in High Schools" (Nancy Langley-Raynor); "Postsecondary Allied Health Programs" (small group session); and "Continuing Education--Adult and Short Term Preparatory" (small group session). The conference agenda and lists of presenters, group leaders, facilitators, and participants are included in the proceedings. (KC)

ED 278 800 CE 046 273

Fowles, Donald G.
A Profile of Older Americans: 1986.
Administration on Aging (DHHS), Washington, D.C.; American Association of Retired Persons, Washington, D.C.
PUB DATE- 86
NOTE- 11p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Demography; Educational Attainment; *Employment Patterns; Ethnic Groups; Futures (of Society); Geographic Distribution; *Health; Health Needs; Health Services; Housing; Income; *Individual Characteristics; *Individual Needs; *Living Standards; Marital Status; *Older Adults; Population Growth; Poverty; Racial Composition
IDENTIFIERS- *United States

As of 1985 the population of persons aged 65 or over in the United States numbered 28.5 million. By the year 2000, persons in the 65+ age group are expected to represent 13 percent of the population, and this percentage may climb to 21.2 percent by 2030. In 1985, older men were twice as likely to be married as older women. Sixty-seven percent of older noninsiutionalized persons lived in a family setting as of 1985. About 30 percent lived alone. About 90 percent of those over the age of 65 were white, 8 percent black, 3 percent were Hispanic, and 2 percent belonged to other racial groups. About half the 65+ population lived in eight states (California, New York, Florida, Illinois, Michigan, Ohio, Pennsylvania, and Texas). The median income of older persons in 1985 was $10,900 for males and $6,313 for females, and families headed by persons over the age of 65 reported a median income of $19,162. About 3.5 million older adults were living below the poverty line. Of the 18.2 million households headed by older persons in 1985, 75 percent were owners and 25 percent were renters. The median value of homes owned by older persons was $48,800, and about 83 percent of these persons owned their homes free and clear. About 11 percent or 2.9 million older Americans were in the labor force in 1985, including 1.8 million men and 1.2 million women. The educational level of this group has been steadily increasing. Even though the older population group represented 12 percent of the U.S. population in 1984, they were projected to account for 31 percent of all personal health care expenditures. (MN)

ED 278 899 CG 019 678

Cohen-Mansfield, Jiska
The Relationship between Agitated Behavior and Cognitive Functioning in Nursing Home Residents: Preliminary Results.
SPONS. AGENCY- National Inst. of Mental Health (DHEW), Rockville, Md.
PUB DATE- Nov 86
NOTE- 20p.; Portions of this paper presented at the Annual Scientific Meeting of the Gerontological Society (39th, Chicago, IL, November 19-23, 1986).
GRANT- 1R01-MH40758-01
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Antisocial Behavior; *Cognitive Ability; Coping; *Institutionalized Persons; Motor Reactions; Nurses; *Nursing Homes; Older Adults; Violence
IDENTIFIERS- *Agitated Behavior

Agitation is a significant problem for nursing home residents, their families, and their caretakers. Agitation is defined as inappropriate verbal, vocal, or motor activity which is not explained by needs or confusion per se. It includes behaviors such as aimless wandering, pacing, cursing, screaming, biting, and fighting. The inappropriate nature of agitated behavior, evidenced by aggressiveness, excessive repetition, or lack of adherence to social standards, is judged from the standpoint of an observer. Although the literature describes agitation as related to dementia and cognitive deterioration in the elderly, this relationship has not been studied. A study was conducted to empirically test the relationship between level of cognitive functioning and both level and nature of agitation in nursing home residents (N=165). Residents were assessed via nurses' rating instruments for cognitive functioning and agitation. The results indicated that agitation was more prevalent among cognitively impaired than among cognitively intact residents, with the highest levels of agitation being exhibited by those with moderate levels of cognitive impairment. However, agitation was also quite prevalent among cognitively intact residents. Manifestations of agitation appeared to differ between cognitively intact and cognitively impaired residents; the former used behaviors which resembled coping mechanisms, whereas the latter manifested a wide range of inappropriate behaviors. These findings provide a preliminary picture of the relationship between agitation and cognitive functioning. (Author/NB)

Employment Opportunities for Women: Today and Tomorrow. Hearing before the Special Committee on Aging. United States Senate, Ninety-Ninth Congress, Second Session (Cleveland, OH).

Congress of the U.S., Washington, D.C. Senate Special Committee on Aging.

REPORT NO.- Senate-Hrg-99-701
PUB DATE- 21 Apr 86
NOTE- 101p.; Serial No. 99-17.
AVAILABLE FROM- Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Adult Development; *Aging (Individuals); *Career Planning; Displaced Homemakers; *Employed Women; *Employment Practices; Equal Opportunities (Jobs); Females; Financial Needs; Hearings; Older Adults; *Preretirement Education; *Retirement
IDENTIFIERS- Congress 99th

This document contains witness testimonies and prepared statements from the Senate hearing held in Cleveland, Ohio to examine issues dealing with work and retirement policy and how they affect older women. Opening statements are presented from Senator John Glenn and Congresswoman Mary Rose Oakar. Witnesses providing testimony include: (1) Harvey Sterns, an associate professor of psychology and gerontology and director of the Institute for Life-Span Development and Gerontology; (2) Audrey Spencer, executive director of Western Reserve Area Agency on Aging; (3) Bobbi Presley, director of women's program, Cuyahoga Community College; (4) Cathie Collins, a student at Cuyahoga Community College and a member of Displaced Homemakers Program; (5) Marge Butera, manager of rehabilitation vocational guidance services and former director of Skills Available; (6) Mary Williams, nursing assistant and participant of vocational guidance services' Skills Available Program; (7) Phoebe Bailey, preretirement planner, American Association of Retired Persons; (8) Wilma Combs, chief of small and disadvantaged business utilization, Defense Contract Administrative Services Region; (9) Lois Goodman, manager, Career Development AmeriTrust Company; and (10) Zev Harel, director, Center on Applied Gerontological Research, Cleveland State University. Witnesses discuss job and employment training programs for middle-aged and older women; the importance of life-long learning and training to prepare for multiple careers; and the need to plan for retirement early in one's working life. Additional materials are appended. (NB)

ED 279 015 CS 210 304

Burkett, Karolyn Holm, Ed.; Anderson, Dawn Holt, Ed.
Taking Charge of Your Professional Life.
Ohio Univ., Chillicothe. Div. of Humanities.; Southeastern Ohio Council of Teachers of English.
PUB DATE- 86
NOTE- 97p.; Parts may be marginally legible.
AVAILABLE FROM- FOCUS, Division of Humanities, Ohio University, Chillicothe, OH 45601 ($10.00 for one year subscription--3 issues).
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- *Activism; Curriculum Development; Elementary Secondary Education; English Departments; English Instruction; *Faculty Development; *Professional Recognition; Research Utilization; Social Support Groups; *Teacher Role
IDENTIFIERS- *English Teachers; *Professionalism

Intended for elementary and secondary school English teachers, this thematic journal issue offers practical suggestions and strategies to help educators improve their professional image, both in the classroom and in the larger sphere of the community. The titles and authors of the eight articles are as follows: (1) "Raising Your Consciousness: Life beyond the Classroom" by June Langford Berkley; (2) "Believing Your Own Experience: With No Apologies" by Gail Bossert Klink; (3) "Utilizing Research" by Karolyn Holm Burkett; (4) "Internalizing a Rationale" by Dawn Holt Anderson; (5) "Reaching Administration and Parents: Reaching Out" by Judith Keck; (6) "Working for Implementation" by Dawn Holt Anderson; (7) "Setting Up Support Groups" by Dawn Holt Anderson; and (8) "Disseminating Information and Affecting Policy" by Karolyn Holm Burkett. (NKA)

ED 279 070 EA 019 192

Miller, Charles L.; Zirkel, Perry A.
Bargaining.

PUB DATE- 87
NOTE- 36p.; In: Thomas, Stephen B., Ed. The Yearbook of School Law, 1986. National Organization on Legal Problems of Education, 1987 (EA 019 190).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
Opinions/Personal Viewpoints/Position Papers/Essays (120)
Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Arbitration; *Collective Bargaining; Constitutional Law; Contracts; *Court Litigation; Elementary Secondary Education; Employer Employee Relationship; Federal Courts; *Labor Relations; Public Education; School Law; School Personnel; Scope of Bargaining; State Courts; Strikes; Teacher Associations; Unions

This second chapter of "The Yearbook of School Law, 1986" summarizes and analyzes state and federal court decisions handed down in 1985 affecting collective bargaining between staff members and management representatives in public education. Among the topics examined are constitutional issues associated with distribution of union materials, union picketing, the implementation of fair share agreements, and jurisdiction over labor relations between parochial schools and lay teachers; union recognition, representation, and elections; the rights and obligations of bargaining representatives; and the scope of bargaining, and the handling of grievances and arbitration. The chapter also discusses cases establishing the authority for judicial review of decisions made by arbitrators and employment relations boards and for review of claims based on statutes apparently conflicting with employment relations laws; cases related to impasse and dispute resolution; cases related to strikes or other job actions; and other miscellaneous cases. The chapter introduction notes that cases dealing with contract management have come to the forefront this year, and that job security issues have become more dominant than salary or fringe benefit issues. The chapter concludes with the comments that the end of litigation on collective bargaining is nowhere in sight and that compromising at the local level seems wiser than litigation in light of the uncertainties in the field. (PGD)

Goodlad, John I.; Anderson, Robert H.
The Non-Graded Elementary School. Revised Edition. Reissued with an New Introduction.
REPORT NO.- ISBN-0-8077-2845-4
PUB DATE- 87
NOTE- 248p.
AVAILABLE FROM- Sales, Teachers College Press, Columbia University, 1234 Amsterdam Avenue, New York, NY 10027 ($10.95).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Information Analysis/State-of-the-Art Materials (070) Books (010)
DESCRIPTORS- Ability Grouping; Acceleration (Education); Cross Age Teaching; Curriculum Design; Elementary Education; *Elementary Schools; Flexible Progression; Learning Strategies; Mental Health; *Nongraded Instructional Grouping; Nongraded Student Evaluation; Open Education; Student Placement; Teaching Methods

This book discusses the anachronistic nature of the graded school structure and the practices that accompany it and proposes the alternative of a nongraded structure. The incompatibility of the graded system with present insights into child development are the the emphasis of the first chapter. Chapter 2 examines the effectiveness of nonpromotion in reducing the discrepancy between grade standards and the realities of pupil attainment in conventional elementary schools. The third chapter refers to the emergence of the nongraded school, citing the need for facilitation of the progress of each pupil. Chapter 4 looks at the nongraded school in operation, with examples from communities and references to administrative considerations. Chapter 5 discusses developing theories of curriculum planning in reference to nongraded schools, focusing on classroom practices. The sixth chapter examines the reporting of pupil progress to the parents. Chapter 7 discusses the mental health of the child in the classroom setting. Establishment of the nongraded school and factors contributing to its successful development are the subjects of the eighth chapter. The final chapter focuses on the elementary school of the past and suggests improvements for the school of tomorrow. A comprehensive bibliography and index are included. (WTH)

ED 279 097 EA 019 220

Seaburn, Bonnie; Sudlow, Robert E.

Staff Development Implications of an Effective Schools Project.

Spencerport Central Schools, N.Y.
PUB DATE- Jan 87
NOTE- 17p.; In its: Spencerport Central Schools More Effective Schools/Teaching Project Documents, Second Series; see EA 019 215.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Change Strategies; *Cooperative Planning; Educational Research; Elementary Secondary Education; Instructional Leadership; Learning Theories; Needs Assessment; Peer Evaluation; *Program Descriptions; School Effectiveness; *Staff Development; Staff Role; Teacher Behavior; Teacher Effectiveness; *Teacher Improvement; Teacher Role; *Theory Practice Relationship
IDENTIFIERS- Edmonds (Ronald); *Effective Schools Project; Effective Schools Research; Essential Elements of Effective Instruction; Teacher Expectations and Student Achievement

Research and practice have shown that staff development is the key to the successful implementation of any effective schools project. Staff development is defined as the ongoing, job-related, research-based activity provided for employees to maintain and improve their competencies. Part 1 of this paper outlines components (such as district-level support, adequate time, and followup activities) needed for successful staff development programs and describes the design of two such programs implemented in the Spencerport (New York) More Effective Schools/Teaching Project. The Teacher Expectations and Student Achievement program taught teachers to distribute 15 specific supportive and motivating behaviors equitably among students. The Essential Elements of Effective Instruction program assisted teachers in translating learning theories into teaching practices. Part 2 of the paper describes a plan for teaching key leaders throughout the district about the effective schools research implications and possibilities and for developing and implementing a master plan. The process involves (1) creating general awareness, knowledge, and understanding; (2) developing district-wide and building planning teams; (3) conducting a needs assessment; and (4) involving all faculty in the selection of school improvement teams. (IW)

ED 279 122 EC 191 743

Harnisch, Delwyn L.; And Others

Transition Literature Review on Educational, Employment, and Independent Living Outcomes.

Illinois Univ., Champaign. Secondary Transition Intervention Effectiveness Inst.
SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC.
PUB DATE- 86
NOTE- 186p.; For related documents, see EC 191 736-746.
CONTRACT- 300-85-0160
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Reference Materials - Bibliographies (131)
DESCRIPTORS- *Academic Achievement; Adults; Annotated Bibliographies; Daily Living Skills; *Disabilities; *Education Work Relationship; *Employment Level; Living Standards; Meta Analysis; Normalization (Handicapped); *Outcomes of Education; *Personal Autonomy; Secondary Education

The report, which is part of a series, provides an analysis of approximately 100 documents focusing on education, employment, and independent living outcomes across 10 handicapping conditions, including those students considered to be disadvantaged. Document summaries are organized by the 3 outcome areas and 11 conditions (learning disabled, speech impaired, mentally retarded, seriously emotionally disturbed, hard of hearing/deaf, orthopedically handicapped, other heath impaired, visually impaired, multi-handicapped, deaf-blind, disadvantaged). A consistent problem noted in these studies was the lack of uniformity and conciseness of the definitions employed in the documents and articles reviewed, thus limiting comparability and generalizability. In the outcome area of education, analysis suggested a shift in focus from emphasis on actual academic achievements of handicapped individuals toward effects of specialized program placement on academic achievement and the usefulness of vocational education. In the employment area, the majority of employed subjects, across all studies, were employed in low paying service, unskilled or semi-skilled positions. In the independent living area, the limited number of studies showed great limitations in the extent of social interaction and community integration. Approximately half of this report consists of a bibliography (with abstracts) of the documents and articles analyzed. (DB)

ED 278 829 CE 046 377

Rehwoldt, Ellen
Model for Competency-Based Middle/Junior High Home Economics.
Colorado State Board for Community Colleges and Occupational Education, Denver. Home Economics Div.
PUB DATE- Jun 86
NOTE- 153p.; Document is printed on colored paper. For a related document, see CE 046 378.
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Behavioral Objectives; *Competency Based Education; *Consumer Education; Employment Potential; *Family Life; Family Life Education; *Home Economics; *Individual Development; Junior High Schools; Learning Activities; Middle Schools; Models; *Occupational Home Economics; Secondary Education; Self Actualization; Student Evaluation

This model for a competency-based home economics program covers the four areas from the 1984 Colorado Middle/Junior High Curriculum, entitled Basic Skills for Quality Living. They are (1) Developing Self, (2) Being a Family Member, (3) Being a Consumer, and (4) Becoming Employable. A conceptual outline from the Basic Skills for Quality Living curriculum is provided for each area. The areas are divided into three to eight units, each based on one main competency. For each unit/competency, subcompetencies on three levels are provided: Level I--introduction or awareness, Level II--explanation or imitation, and Level III--application. General suggestions for the subcompetencies are then made for appropriate learning experiences and a criterion-referenced evaluation tool to assess student progress. A sample record page is included. (YLB)

ED 278 929 CG 019 709

Chastain, Garvin; And Others

Direct Measures of Character Mislocalizations with Masked/Unmasked Exposures.

PUB DATE- Apr 87
NOTE- 9p.; Paper presented at the Annual Meeting of the Western Psychological Association (67th, Long Beach, CA, April 23-26, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Students; Higher Education; *Pattern Recognition; *Perception Tests; *Visual Discrimination; *Visual Perception
IDENTIFIERS- *Perturbation Theory

Butler (1980) compared errors representing intrusions and mislocalizations on 3x3 letter displays under pattern-mask versus no-mask conditions and found that pattern masking increased character mislocalization errors (naming a character in the display but not in the target position as being the target) over intrusion errors (naming a character not in the display as being the target). The possibility that pattern masking may increase feature mislocalizations was examined in this study. A small rectangle was superimposed on a field of vertical colored strips and the exposure of each rectangle was terminated by either a pattern mask or a blank exposure field superimposed upon the continuously-present field of strips. Each of 12 subjects received both postexposure conditions in a random order over trials. Significantly more mislocalizations occurred with pattern masking; mislocalizations toward fixation predominated. The tendency for mislocalizations to proceed inward increased significantly with eccentricity, but significantly more so with pattern masking. This study confirmed Butler's observations in a pure localization experiment, and interpreted in consonance with feature perturbation theory. (ABL)

Balajthy, Ernest
Evaluation of Models of the Reading Process.
PUB DATE- May 84
NOTE- 23p.; An earlier version of this paper was presented at the Annual Meeting of the International Reading Association (29th, Atlanta, GA, May 6-10, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Comparative Analysis; Elementary Education; Evaluation Criteria; *Evaluation Methods; *Methods Research; *Models; Qualitative Research; *Reading Processes; *Reading Research; *Research Methodology; Statistical Analysis; Theory Practice Relationship

A variety of reading process models have been proposed and evaluated in reading research. Traditional approaches to model evaluation specify the workings of a system in a simplified fashion to enable organized, systematic study of the system's components. Following are several statistical methods of model evaluation: (1) empirical research on components, in which the researcher predicts behavior based on an analysis of the model's components; (2) tally sheet summarization of studies addressing particular issues; (3) meta-analytic techniques, a more sophisticated inter-study summarization than the tally sheet approach; and (4) causal modeling, in which researchers go beyond the constraints of correlation analysis to make statistical inferences concerning causation. Comparisons of reading models are often descriptive in nature rather than analytical. Leading texts on reading are generally comprised of key theoretical articles that provide readers with important and original introductory materials on various reading models. English/language arts education has long emphasized philosophical reading theories based on what reading should be, although several attempts have been made to evaluate reading models by constructing classification systems as well. The ultimate test of any reading model rests on whether it can be effectively applied in the classroom. A four-page reference list is provided. (JD)

ED 278 985 CS 008 727

Hillerich, Robert L.
Let's Pretend.
PUB DATE- 85
NOTE- 9p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Classroom Environment; Instructional Improvement; Primary Education; Questioning Techniques; *Reading Achievement; Reading Attitudes; Reading Comprehension; Reading Diagnosis; *Reading Difficulties; *Reading Instruction; Reading Programs; Reading Research; Reading Skills; Reading Teachers; *Sustained Silent Reading; *Teacher Student Relationship; *Teaching Methods
IDENTIFIERS- Reading Motivation

A substantial body of reading research indicates that poor readers would become much more successful if teachers pretended that they were actually good readers. First, research suggests that teachers should provide poor readers with more silent and less oral reading time, thereby furnishing them with more reading experience that emphasizes meaning as opposed to word accuracy. Second, studies suggest that teachers should take steps to ensure proper reading placement so that students can attain success and fluency in reading. Third, research shows that approximately 85% of the questions teachers ask are literal and factual in nature and that teachers should provide adequate instruction in inferential and critical reading comprehension skills for reading to be a meaningful activity. Fourth, studies indicate that teachers allow poor readers substantially less time to react to questions than they allow good readers. Instead, teachers should support these students through adequate response time. Fifth, research suggests that students' attitudes toward reading are a direct result of reading experiences that teachers help to create in the classroom. Teachers should engage students in various enrichment activities to make their reading experiences fun. Finally, extensive research indicates that library reading is essential to a total reading program. Students learn to read by reading, and reading is motivated by the belief that reading is fun. (JD)

ED 279 002 CS 210 258

Brossell, Gordon
Essay Test Topic Development.
PUB DATE- Apr 86
NOTE- 23p.; Paper presented at the Annual Meeting of the Conference on Writing Assessment (4th, Cleveland, OH, April, 16-18, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Higher Education; *Research Methodology; *Research Needs; Secondary Education; *Test Construction; Testing; Test Items; Test Reliability; *Writing Evaluation; *Writing Research; Writing Skills

Extensive research efforts in the past decade have measured academic proficiency and progress in both theory and practice of large-scale writing assessment. The following major situational variables were identified in these investigations: (1) topic variables such as writing prompts, subject matter, mode of discourse, length, and rhetorical specification; (2) writer variables--such as topic interpretation, writer anxiety, and writing assessment episode--addressed by anthropological, sociological, linguistic, and psychological research; and (3) common procedural variables likely to affect the outcomes of writing assessments, including writing stimulus, instructions, common environment, time limit or guide, and scoring system. Further research efforts are needed to investigate the refinement of the technical procedures for operating and scoring writing tests, the interaction between writers and various writing assignments, and the relationships between the goals of writing assessment and the measures of writing performance provided by assessments. Most importantly, future investigations should examine ways to build conceptual bridges between the outcomes of assessment and the processes whereby writing is taught and learned. The key to this construction lies in determining how to create the conditions under which good writing is known or is apt to occur. (JD)

ED 279 030 CS 505 473

Keyton, Joann
Extrapolating a Dyadic Model to Small Group Methodology: Validation of the Spitzberg and Cupach Model of Communication Competence.
PUB DATE- Nov 86
NOTE- 32p.; Paper presented at the Annual Meeting of the Speech Communication Association (72nd, Chicago, IL, November 13-16, 1986).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Communication (Thought Transfer); *Communication Research; Group Behavior; *Group Discussion; *Group Dynamics; Group Structure; Interaction; Interaction Process Analysis; *Interpersonal Communication; *Interpersonal Competence; Social Behavior; Social Desirability; *Speech Communication
IDENTIFIERS- Communication Competencies; Communication Satisfaction

A study assessed the validity of applying the Spitzberg and Cupach dyadic model of communication competence to small group interaction. Twenty-four students, in five task-oriented work groups, completed questionnaires concerning self-competence, alter competence, interaction effectiveness, and other group members' interaction appropriateness. They also rated their group's interaction using the system for the multiple level observation of groups (SYMLOG). Results did not support the hypothesis that persons perceived as interacting appropriately by others in the group discussions would judge themselves as effective communicators. Appropriate behavior as judged by others was expected to be correlated to the self-assessed level of interaction involvement, but results were not significant. However, results did indicate that the target individual's level of satisfaction with the group's interaction positively correlated with the individual's self-assessment of competence in the interaction and that highly involved persons perceived themselves as being effective in the group interaction. Though the results did not support the first hypothesis, this provided validation for the competence model which postulates that individuals assess their own competence on a specific and molecular basis while they assess the competence of others on a generalized or molar basis. (Questionnaires used in the study are appended.) (SRT)

ED 279 044 CS 505 509

DeVito, Joseph A.
Intrapersonal Communication in Interpersonal Communication.
PUB DATE- 15 Nov 86
NOTE- 16p.; Paper presented at the Annual Meeting of the Speech Communication Association (72nd, Chicago, IL, November 13-16, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Communication Research; *Individual Development; Individual Psychology; *Interpersonal Communication; *Interpersonal Relationship; Self Actualization; Social Cognition; Speech Communication; *Textbook Content; Textbook Preparation; Textbook Publication; *Textbook Research
IDENTIFIERS- *Intrapersonal Communication

Textbook authors have the responsibility to present a complete and accurate account of a specific discipline. In the field of interpersonal communication, intrapersonal communication is of great importance. Textbooks tend to take two approaches to intrapersonal communication. One approach treats intrapersonal communication as essentially the same as interpersonal communication except that the sender and receiver are the same. The other treats intrapersonal communication as an element of personality improvement. The most effective treatment of intrapersonal communication in interpersonal communication texts will derive from a judicious blending of the two approaches. A model of intrapersonal communication might begin with the notion that from infancy, one's earliest communications are more intrapersonal than interpersonal. As one becomes socially mature, the focus becomes more interpersonal or sociological, and as intimate relationships develop, interpersonal relationships begin to resemble intrapersonal relationships. Intrapersonal communication is an area to which much greater attention must be given by researchers and theorists so that textbook writers will have a firm base on which to draw. Further, interpersonal communication textbook authors need to devote more attention to intrapersonal communication. (SRT)

ED 279 057 EA 019 058

Novak, Carl D.; Burnett, J. Thomas
A Procedure for Identifying and Meeting the Information and Communication Needs in a Public School.
Nebraska Educational Service Unit #18, Lincoln.
PUB DATE- Apr 86
NOTE- 24p.; Paper presented at the Annual Meeting of the American Educational Research Association (67th, San Francisco, CA, April 16-20, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Assisted Instruction; Cost Effectiveness; *Data Processing; Elementary Secondary Education; *Information Needs; Long Range Planning; *Microcomputers; *School Business Relationship; School Districts; Use Studies; Workshops
IDENTIFIERS- Applications Transfer System; International Business Machines

This report (1) describes a Nebraska school district's implementation of a central data processing capability and (2) summarizes study findings researched in cooperation with International Business Machines (IBM). In the mid-seventies, the district hired data processing personnel and introduced microcomputers into buildings; lack of standardization resulted in chaotic planning. An assistant to the superintendent for technology, hired in 1984, adopted IBM's cost-effective planning process that assists educational institutions--the Applications Transfer System (ATS). To take advantage of IBM's gratis provision of specialists, an administrator workshop reached consensus on goals for the ATS study. Goals identified methods for communication, training, and policy development. Subsequent steps included team orientation, development of questionnaires, sample selection, and target dates. Questions elicited staff problems and recommendations. Data findings are presented in tables, which include specified areas associated with improved data processing. The final plan for technological implementation entailed multiterminal minicomputer systems for each school, linked through the mainframe. The board of education approved the plan and established a nonprofit corporation for funding. Followup evaluations revealed support for the study's importance and the plan's provisions. This report concludes that establishing direction and eliciting support are the unwritten reasons for the study's accomplishments. (CJH)

EC

ED 279 109 EC 191 364

Serving the Underserved in the Head Start Population: The Bright/Gifted/Talented. Program Performance Report.
Illinois Univ., Urbana. Inst. for Child Behavior and Development.
SPONS. AGENCY- Administration for Children, Youth, and Families (DHHS), Washington, D.C.
PUB DATE- 6 Dec 85
NOTE- 32p.; For training materials developed during this project, see EC 191 365-369.
GRANT- DHHS-90CD0513/01
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Creative Thinking; *Gifted; *Outcomes of Education; Parent Participation; Preschool Education; Productive Thinking; *Professional Training; *Program Effectiveness; Skill Development; Standardized Tests; *Talent; Talent Development; Talent Identification; Volunteer Training
IDENTIFIERS- Bringing Out Head Start Talents; *Project Head Start

The Bringing Out Head Start Talents (BOHST) project modified existing materials and procedures from the Retrieval and Acceleration of Promising Young Handicapped and Talented (RAPYHT) model in order to train Head Start personnel, parents, and volunteers to identify and program for Head Start children who are functionally or potentially bright/gifted/talented. The five components of the BOHST project are described: (1) general programming (to enrich thinking skills), (2) identification of talent or gifts, (3) talent programming (in such areas as art, music, reading, science, mathematics, psychomotor ability), (4) parent programming, and (5) transition to public schools. Program results are reported for an intervention group (N=234) whose staff and parents received complete BOHST training, and for a control group (N=212). Those from each group identified as bright/gifted/talented (N=24 and N=18, respectively) were administered a pre/post-test battery, as were an additional set of nonidentified children from both groups. Among reported results were the following: on the "Torrance Thinking Creatively in Action and Movement" test, children in the comparison group had substantial decreases on posttest scores, while scores of both groups of children in the intervention group increased; on the Kaufman Assessment Battery for Children, both identified children (gifted/bright/talented) and nonidentified children made gains over their comparison group counterparts. (JW)

ED 278 776 CE 045 396

Smith, J. E.; And Others
Matters of Cost: Part I. Jones Learns about Balance Sheets: Part II. A Look at Budgetary Control: Part III. The Supervisor's "Do-It-Yourself" Series 3.
Institute of Supervisory Management, Lichfield (England).
PUB DATE- 80
NOTE- 77p.; Some tables contain small print. For related documents, see CE 045 394-398.
AVAILABLE FROM- Institute of Supervisory Management, 22 Bore Street, Lichfield, Staffordshire WS13 6LP, England (2.00 pounds; 20 or more--15% discount).
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Accounting; Administrative Principles; Bookkeeping; *Budgeting; Business Administration; Check Lists; Cost Effectiveness; *Cost Estimates; Employer Employee Relationship; Foreign Countries; Independent Study; Management Development; *Money Management; Personnel Management; Postsecondary Education; Productivity; Records (Forms); Supervision; *Supervisory Methods; *Supervisory Training

This guide, which is intended for new supervisors and managers to use in an independent study setting, deals with costing, balance sheets, and budgetary control. The first section, "Matters of Cost" by J. E. and J. F. Smith, deals with the following topics: profits and productivity, principles of costing, cost control and cost reduction, fixed and variable costs, budgets, overheads, marginal costing, and checklists for supervisors. In the second section, "Jones Learns about Balance Sheets" by B. A. C. Hills, the following topics are covered: how Jones became an industrialist; first steps in bookkeeping; the meaning of the term "profit"; debtors and creditors; the expansion of Jones's business; the formation of a limited company; ways of financing increased business; and profit, reserves, and dividends. The final section, "A Look at Budgetary Control" by J. E. Smith, discusses the following: objectives and their achievement; objectives of business; techniques of budgetary control; organizational requirements; budget periods; budgets; sales budgets; links with production planning and control; production and plant utilization budgets; labor force estimate and labor budgets; departmental production cost budgets; standards; purchases and store budgets; budgets for administration, sales, and distribution costs; general financial budgets; regular comparison of actual results with the budgets; and action. Sample balance sheets are appended. (MN)

ED 278 815 CE 046 330

Uko, Okon E.; Miller, Larry E.

Perceived Farm Management Educational Needs of Part-Time and Small Scale Farmers in Selected Ohio Counties. Summary of Research 46.

Ohio State Univ., Columbus. Dept. of Agricultural Education.

PUB DATE- 87
NOTE- 13p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adult Education; *Adult Farmer Education; Agricultural Education; *Educational Needs; *Farm Management; *Individual Characteristics; *Needs Assessment; *Part Time Farmers
IDENTIFIERS- Ohio; *Small Farms

A study described part-time and small farmers (PT/SF) on the basis of their demographic characteristics and determined their farm management educational needs. Findings revealed that the majority of the PT/SF were males who operated farms of 50-150 acres for 11 or more years, were 35-44 years of age, and were high school graduates who principally produced crops. The four areas of farm management education needed by PT/SF were farm tax management, marketing farm products, determining farm insurance needs, and farm recordkeeping. Findings regarding a third objective--to determine the relationship between the selected demographic charcteristics and the computed farm management educational needs of PT/SF--revealed a range of negligible to substantial relationships. The moderate to substantial positive relationships existed between type of principal farm enterprise and the categories of computed educational needs. The other negligible to low relationships indicated that farm management educational programs developed on the basis of the identified needed competencies would be equally suitable for PT/SF irrespective of their characteristics. Findings with respect to a fourth objective--to determine if the farm management educational needs of PT/SF in predominantly commercial counties were significantly different from that of PT/SF in predominantly noncommercial counties--revealed no significant differences. (YLB)

ED 278 843 CE 046 391

Johnson, Terry

JTPA Evaluation at the State and Local Level. Volume VI: An Implementation Manual for Net Impact Evaluations.

Washington State Dept. of Employment Security, Olympia.

SPONS. AGENCY- International Business Machines Corp., Armonk, N.Y.;

National Commission for Employment Policy (DOL), Washington, D.C.
PUB DATE- Mar 86
NOTE- 110p.; A product of the JTPA Evaluation Design Project. For related evaluation materials, see CE 046 385-393.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Cost Effectiveness; Data Analysis; Data Collection; Data Processing; Educational Legislation; Employment Programs; Evaluation Criteria; *Evaluation Methods; Federal Legislation; Formative Evaluation; Local Issues; Management Information Systems; *Program Evaluation; *Research Design; Research Methodology; *Statewide Planning
IDENTIFIERS- *Impact Studies; *Job Training Partnership Act 1982; Service Delivery Areas

This guide is intended to assist states and service delivery areas (SDAs) in addressing the new oversight responsibilities and opportunities stipulated by the Job Training Partnership Act (JTPA) with respect to implementing net impact evaluations. The following topics are covered in the individual chapters: the objectives and major provisions of JTPA and the importance of net impact studies to JTPA; the conceptual framework of a net impact evaluation (general research questions, participant outcomes and subgroups, and program activities and environmental conditions); research design (participant and comparison groups, selection of comparison groups, and sample sizes for participant and comparison samples); data collection and processing plans (selecting participant and comparison groups; obtaining preprogram data for each group; preparing a preprogram analysis file; and obtaining and processing JTPA program, outcome, and management information system data); data analysis plans (examining the adequacy of the comparison groups, estimating the average net impacts of JTPA programs, obtaining net impact estimates for various subgroups and by program length of stay, and adjusting for potential data and design deficiencies); cost analysis and benefit-cost comparisons; and relationships among the net impact, gross impact, and process analysis models. (MN)

ED 278 871 CE 046 441

Courtenay, Brad; Holt, Margaret
Continuing Education in the Humanities: Participant Learning Is Questionable?
PUB DATE- 22 Oct 86
NOTE- 81p.; Paper presented at the Annual Meeting of the American Association for Adult and Continuing Education (Hollywood, FL, October 22-29, 1986).
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Adult Education; *Conferences; *Continuing Education; Educational Benefits; *Humanities; *Outcomes of Education; *Participant Satisfaction; Postsecondary Education; *State History
IDENTIFIERS- *Georgia; Impact Studies

A study examined the impact of two projects funded by the Georgia Endowment for the Humanities on participants' learning and behavior. The first project was a symposium entitled "Two Hundred Years of Georgia and the South: A Symposium," which was held at the University of Georgia Continuing Education Center. The second project, "Georgia Governors in an Age of Change: From Ellis Arnall to George Busbee," was also a symposium and was cosponsored by the Social Science Division of Abraham Baldwin Agricultural College and the Georgia Department of Archives and History. Data were collected from mail questionnaires returned by 132 participants in the first symposium (a 57 percent rate of return) and 143 participants (a 47 percent return rate) in the second symposium as well as from telephone surveys of a random sample of 50 participants in each seminar. The interviews were conducted three and six months respectively after the symposia. Only five percent of the responses from those attending the first symposium indicated that the participants did not learn anything. Two-thirds of what the participants reported learning related directly to the symposium's purpose, and 62 percent of responses also showed that the symposium had an impact on further study. While the participants at the second symposium also experienced change in the form of learning, results for transfer of learning in this symposium were mixed (with four of seven indicators showing minimal impact). (Appendixes include the survey instruments, interview forms, and condensed responses.) (MN)

ED 278 885 CG 019 663

Kleinke, Chris L.
The Depression Coping Questionnaire.
PUB DATE- Apr 87
NOTE- 27p.; Paper presented at the Annual Meeting of the Western Psychological Association (67th, Long Beach, CA, April 23-26, 1987).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cognitive Style; College Students; *Coping; *Depression (Psychology); Higher Education; Patients; *Predictor Variables; Schizophrenia; Sex Differences; Veterans

IDENTIFIERS- Beck Depression Inventory; *Depression Coping Questionnaire; Pain

College students (N=396), chronic pain patients (N=319), and schizophrenic veterans (N=43) completed the Depression Coping Questionnaire (DCQ) and the Beck Depression Inventory (BDI). Factor analysis of the DCQ identified eleven coping responses: social support, problem solving, self-blame/escape, aggression, indulgence, activities, medication, stimulation, eating, television, and ignoring. Multiple regression analyses indicated that the DCQ contributed significant variance in predicting BDI scores of men and of women. Both men's and women's BDI scores were positively correlated with age, self-blame/escape, medication, and television and negatively correlated with social support, problem solving, and indulgence. Men's BDI scores were positively correlated with stimulation and aggression and negatively correlated with ignoring. Four discriminant functions were identified in a discriminant analysis comparing nine groups made up of veterans and of depressed and nondepressed male and female college students and male and female pain patients. Function 1 discriminated college students from other participants on a dimension ranging from indulgence (college students) to medication and stimulation (others). Function 2 discriminated between depressed and nondepressed participants on a dimension ranging from high (depressed) to low (nondepressed) use of self-blame/escape. Function 3 discriminated men from women on a dimension ranging from indulgence, television, and activities (men) to social support, problem solving, self-blame/escape, and eating (women). Function 4 discriminated veterans from other participants on a dimension ranging from ignoring and stimulation (veterans) to aggression and television (others). These results and results from previous research suggest that coping styles are predictive of depression. (Six pages of references, five tables, and one figure are included.) (Author/NB)

ED 278 943 CS 008 639

Schriver, Karen A.
Revising Computer Documentation for Comprehension: Ten Exercises in Protocol-Aided Revision. CDC Technical Report No. 14.
Carnegie-Mellon Univ., Pittsburgh, PA. Communications Design Center.
SPONS. AGENCY- Digital Equipment Corp., Maynard, Mass.
PUB DATE- Nov 84
NOTE- 142p.; Portion of Chapter 4 may be marginally legible.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Computer Oriented Programs; Computer Uses in Education;

Higher Education; *Protocol Analysis; Protocol Materials; *Reader Response; Reading Comprehension; *Revision (Written Composition); *Writing (Composition); *Writing Exercises
IDENTIFIERS- *Protocol Aided Revision
Based on the Protocol Aided Revision (PAR) system, this series of instructional units employs user protocols to provide the writer with feedback about a reader's response to a text and to help the writer become more sensitive to textual problems that may interfere with a reader's understanding. Geared to professionals who write on the job, the first of two introductory sections describes the text and includes both study strategies for maximizing understanding and advice on using the text. The second introductory section addresses teachers and provides information on the origin of the PAR system and outlines classroom activities. Each unit contains an example "problem text" in need of revision, a description of the user protocol based on the example, a summary of user questions/problems with the text, a revision of the problem text based on the reader's difficulties, strategies the writer used to revise the example, and a summary of strategies for revisors. Respectively, units cover (1) the control key, (2) commands for English text, (3) planning your document, (4) how to make a table of contents, (5) information commands, (6) introduction to "Mercury" (a mail system), (7) the Mail System, (8) introduction to "Oil" (a text editor), (9) the Integrated Library System, and (10) the design using system. (JD)

ED 278 971 CS 008 707

Dole, Janice A.; And Others
Improving Basal Reading Programs: A Report of the Adoption Guidelines Project at the Center for the Study of Reading. Reading Education Report No. 68.
Bolt, Beranek and Newman, Inc., Cambridge, Mass.; Illinois Univ., Urbana. Center for the Study of Reading.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Aug 86
NOTE- 37p.
CONTRACT- 400-81-0030
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Basal Reading; Elementary Education; *Evaluation Criteria; *Guidelines; *Program Development; Program Effectiveness; Reader Text Relationship; Reading Comprehension; Reading Instruction; Reading Processes; Reading Programs; Reading Research; *Textbook Selection; Theory Practice Relationship
IDENTIFIERS- *Center for the Study of Reading IL; *Guide to Selecting Basal Reading Programs

Commercially developed basal reading programs are used in most elementary school classrooms in the United States. Yet often neither the publishers developing these programs nor the members of textbook adoption committees selecting programs are able to take advantage of the best available knowledge about the reading process and reading instruction. The Center for the Study of Reading's "A Guide to Selecting Basal Reading Programs" is a major effort to make such knowledge available. The "Guide" presents current information about research and practice in reading and provides guidelines for evaluating programs. Four textbook adoption committees piloted the "Guide" and found, in general, that it contributed to a more informed selection process and led committee members to focus more attention on substantive issues associated with quality of instruction and content and give less attention to more superficial and political aspects of the programs. Four factors emerged from the evaluation of the "Guide" as contributing to its successful use: (1) committee enthusiasm and effectiveness, (2) adequate time to use the materials, (3) leadership in the textbook adoption process, and (4) inservice support from a knowledgeable source. Three pages of references and three tables are provided. (FL)

ED 279 016 CS 210 309

Roth, Jim

Computer-Assisted Pre-Writing for Vocational Students.

Spokane Community Coll., WA.

SPONS. AGENCY- Washington State Commission for Vocational Education,
Olympia.
PUB DATE- 10 Nov 86
NOTE- 12p.
LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Computer Assisted Instruction; *Computer Software; Higher Education; *Prewriting; Program Evaluation; Student Attitudes; *Technical Writing; *Vocational Education; Word Processing; Writing Improvement; *Writing Processes; Writing Research

Addressing the difficulty encountered by many vocational students in narrowing, focusing, developing, and structuring their ideas for technical writing projects, a computer program was designed to provide these students with a simple, time-saving method of brainstorming and organizing their thoughts. By asking thought-generating questions concerning possible approaches, organization structure, and resources to consider, the computer program eventually leads the student to create a specific thesis statement and presents the student with a printout of his or her thinking. It also contains subprograms that detail instructions for using the main program, presents an overview of technical report writing, and provides guidelines for documentation. Responses to a questionnaire completed by approximately 35 vocational students who had used the program indicated that the program helped them to (1) get started on the technical report assignment sooner than they normally would have; (2) proceed with a clearer idea of their specific purpose; (3) complete their reports more quickly and with less difficulty, particularly in terms of narrowing a broad subject to a manageable topic; (4) write reports that conformed more closely to accepted standards of format and documentation style; and (5) become more confident and eager to begin their research. (JD)

ED 279 136 EC 191 779

Balser, Richard M.; And Others
Using Hospitals as Job Training and Employment Sites for the Developmentally Disabled. Hospital Industries Handbook.
Maine Medical Center, Portland. Dept. of Rehabilitation Medicine.
SPONS. AGENCY- Administration on Developmental Disabilities (DHHS), Washington, D.C.
PUB DATE- Mar 85
NOTE- 116p.
GRANT- 90DJ0015/01
AVAILABLE FROM- Maine Medical Center, Department of Rehabilitation Medicine, Portland, ME 04102.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

Reference Materials - Directories/Catalogs (132)
Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Agency Cooperation; Compensation (Remuneration); Cost Effectiveness; Demonstration Programs; *Developmental Disabilities; Employment Interviews; *Employment Opportunities; Employment Potential; *Employment Programs; Equal Opportunities (Jobs); *Hospitals; Job Analysis; Job Performance; Job Placement; Job Skills; *Job Training; Peer Acceptance; Personnel Evaluation; Postsecondary Education; *Rehabilitation Programs; Secondary Education; Vocational Adjustment; Vocational Rehabilitation
IDENTIFIERS- *Supported Work Programs

Based on the experiences of a job training demonstration project in five hospitals, the handbook describes a rationale and approach for using hospitals (rather than sheltered workshops) as job training sites for mentally and physically disabled persons. Part I reviews advantages for the hospital, the disabled person and his family, the rehabilitation community, and the taxpayer. The demonstration project is placed in historical perspective, and such issues as employer prejudice and opportunities for participant advancement are discussed. Part II outlines a five-step program implementation model: (1) obtaining hospital agreements to participate; (2) paving the way to begin (obtaining Department of Labor certificates, hiring site supervisor, preparing hospital staff, clarifying agency roles, and identifying and analyzing jobs); (3) bringing trainees aboard (referrals, interviews, selection, and placement, close supervision to prevent early failure, and determining compensation); (4) conducting on-the-job evaluation and training (including adjusting wages and monitoring coworkers' reactions); and (5) moving people to long-term employment. Part III describes costs and benefits to the individual and employer, cost effectiveness in relation to alternative job training, and ongoing mechanisms for cost-benefit analysis. Samples of practical tools such as letters of agreement, job analyses, and compensation formulas are included throughout. A glossary of about 35 terms is provided. (JW)

ED 279 149 EC 192 112

Will, Madeleine

Educating Students with Learning Problems--A Shared Responsibility. A Report to the Secretary.

Office of Special Education and Rehabilitative Services (ED), Washington, DC.
PUB DATE- Nov 86
NOTE- 26p.
AVAILABLE FROM- Clearinghouse on the Handicapped, Education Department, Room 3132, Switzer Bldg., 330 C St., S.W., Washington, DC 20202 (free).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Disabilities; *Educational Policy; Elementary Secondary Education; Federal Programs; *Government Role; *Instructional Effectiveness; Interdisciplinary Approach; *Mainstreaming; *Needs Assessment; *Special Education
IDENTIFIERS- Office of Special Educ Rehabilitative Services; *Special Regular Education Interface

Developed by the Office of Special Education and Rehabilitative Services (OSERS), this report presents current weaknesses in the education of students with learning problems (those having difficulties learning for any of a variety of reasons) and suggested strategies for correcting those weaknesses. The goal of effective education for all students is noted and progress made since the passage of the Education for All Handicapped Children Act (P.L. 94-142) reviewed. The high dropout and illiteracy rates are indicators of a continuing problem. Special programs may themselves contribute to the problem due to the following features: fragmented approach created by compartmentalized delivery systems, dual administrative arrangements for special and regular programs, stigmatization of students placed in special programs, and frequent transformation of the placement decision into a battleground between parents and school. Recent experience has shown that the most effective solution is to adapt regular programs so that students with learning problems can succeed in the regular classroom. Recommended strategies for assisting the student in the regular class include: (1) increased instructional time; (2) support systems for teachers; (3) empowerment of principals to control all programs and resources at the building level; and (4) new instructional approaches. OSERS is committed to encouraging the partnership of special and regular education and to increase individualization of instruction through support of research and demonstration, personnel preparation, and special studies program priorities. (DB)

ED 278 856 CE 046 411

Moen, Nancy B.

Elementary Keyboarding.

Iowa State Dept. of Public Instruction, Des Moines. Div. of Career Education.; University of Northern Iowa, Cedar Falls.
PUB DATE- 85
NOTE- 129p.; For the related teacher guide, see CE 046 410.
GRANT- FCS-85-02-71; FCS-86-02-71
LANGUAGE- English

EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Business Skills; Course Content; Elementary Education; Elementary School Curriculum; *Keyboarding (Data Entry); *Learning Activities; *Lesson Plans; *Skill Development; *Typewriting; Units of Study

This textbook is designed for a course in keyboarding for elementary students. It contains day-by-day lessons for the Phase I (the keyboard, basic function keys, technique and confidence) section of the course, which lasts for six weeks. Technique, drills, reviews, and practice activities are included. The keyboard is illustrated with line drawings. (The lessons correspond to the teacher's guide to this course.) (KC)

ED 279 071 EA 019 193

Lufler, Henry S., Jr.
Pupils.

PUB DATE- 87
NOTE- 54p.; In: Thomas, Stephen B., Ed. The Yearbook of School Law, 1986. National Organization on Legal Problems of Education, 1987 (EA 019 190).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
Opinions/Personal Viewpoints/Position Papers/Essays (120)
Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Athletics; Bilingual Education; *Court Litigation; Desegregation Litigation; Discipline Policy; Due Process; Elementary Secondary Education; Equal Protection; Federal Courts; Freedom of Speech; Legal Responsibility; Private Education; *School Law; Search and Seizure; State Courts; Student Placement; *Student Rights; *Students; *Student School Relationship; Tuition

This third chapter of "The Yearbook of School Law, 1986" summarizes and analyzes state and federal court decisions handed down in 1985 affecting the legal rights of students in elementary and secondary schools. Among the topics examined are public school pupil assignment, tuition, transportation, compulsory attendance, and bilingual and bicultural programs; the public provision of services to students in private or parochial schools; student participation in athletics and other activities; students' civil rights and civil liberties; sanctions for misconduct; student testing and placement; and the desegregation of schools. The chapter notes that first amendment religion cases assumed increasing importance during the year, that school search cases were heard by several state and federal courts, and that, following a recent trend, local districts continue to claim that desegregation standards mandated by court order have been met. Litigation concerning students with disabilities is covered in a separate chapter of the yearbook. (PGD)

ED 279 098 EA 019 221

Genovesi, Giovanni, Ed.
Introduction, Development and Extension of Compulsory Education. Conference Papers for the 8th Session of the International Standing Conference for the History of Education (Parma, Italy, September 3-6, 1986). Volume I.
Parma Univ. (Italy). Centro Italiano per la Ricerca Storico-Educativa.
PUB DATE- 86
NOTE- 335p.; For volumes 2-4, see EA 019 222-224. Best copy available.
AVAILABLE FROM- University of Parma, "Bollettino" C.I.R.S.E., School of Education, Parma, Italy ($18.00).
LANGUAGE- English; French; Italian
EDRS Price - MF01/PC14 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Child Labor; *Compulsory Education; Educational Development; *Educational History; Educational Improvement; Educational Legislation; Educational Philosophy; Elementary Secondary Education; Foreign Countries; *Government School Relationship; Industrialization; Literacy; Nationalism; Outcomes of Education; *Politics of Education; Public Education; Religious Education; Role of Education; School Attendance Legislation; School Entrance Age; *Social History; *Student School Relationship
IDENTIFIERS- *Europe; United States

This first of four volumes on the history of compulsory education among the nations of Europe and the Western hemisphere deals with historical antecedents and early development. Of the 29 total articles, 18 are in English and 2 have English summaries. Many selections include bibliographies. Titles and authors are as follows: "The Political Institutionalization of Compulsory Education" (Francisco O. Ramirez and John Boli); "L'Obbligo Scolastico e la Scuola di Base Nello Scritto d'un Pedagogista Cileno" (Alessandro Leonarduzzi); "Beginnings of Compulsory Education in the Republic of Columbia" (O. Negrin Fajardo and D. Soto Arango); "L'Obligation Educative en France des Origines a Nos Jours" (Paul Gerbod); "L'Introduction de l'Obligation Scolaire dans l'Allemagne Protestante du XVIe au XVIIIe Siecle" (Jean-Luc Le Cam); "Karl August Zeller (1774-1846). Aide-Camps pour la Prusse, Pays en Voie de Developpement en Matiere d'Education Nationale, dans le Contexte du Decalage Sud-Nord des Pays Germanophones" (Rudolf Koschnitzke); "The Historical Development of Compulsory Schooling in Germany" (Gabriele Weigand); "The History of Compulsory Education in Germany" (Karl-Heinz Guenther and Gert Geissler); "The Advent of Universal Compulsory Elementary Education in England and Wales" (D. K. Jones); "Gradual Regulation of Schooling Age and School Attendance in Hungary since 1777 up to Now" (Otto Vag); "The Debate about the Introduction of Compulsory Elementary Education of 1848 in Hungary" (Sandor Komlosi); "Compulsory Education in the Twenty Years after Italian Unification (1860-1880)" (Enzo Catarsi); "Chiesa e Obbligo Scolastico Nell'Italia Post-Unitaria (1860-1900)" (Carmela Covato); "Compulsory Education in The Netherlands" (J. F. A. Braster and N. L. Dodde); "School and Literacy. Introduction of the Elementary School in Norway in the 1730's and 1740's" (Knut Tveit); "The Idea of Unbroken Primary School in Norway" (Knut Jordheim); "L'Introduction de l'Obligation Scolaire dans la Pologne, la Prusse et l'Autriche" (Marianna Krupa); "Legal Foundation and Accomplishment of Compulsory Education in Poland in 1918-1939" (Jozef Zerko and Romuald Grzybowski); "L'Introduction et la Prolongation de la Scolarite Obligatoire au Portugal" (Joaquim Ferreira Gomes); "L'Enseignement Obligatoire dans les Constitutions Espagnoles due XIXe Siecle" (Federico Gomez Rodriguez de Castro); "Le Chemin Vers l'Enseignement Obligatoire en Espagne Avant 1857" (Anastasio Martinez Navarro); "Apport des Municipalites Constitutionnelles a l'Introduction de l'Enseignement Obligatoire en Espagne" (Julio Ruiz Berrio); "Compulsory Education in the Swiss Canton of Zurich from 1798 to 1859" (Fritz-Peter Hager); "La Reproclamation de l'Instruction Obligatoire, a Geneve, au XIXe Siecle: Du Refus de 1842 a l'Acceptation de 1872" (Charles Magnin); "Towards Compulsory Education: The School Revival Movement in the United States" (Jurgen Herbst); "The Roots of Compulsory Education in America" (L. Glenn Smith); "Compulsory Education in Utopia: Owen and Neef" (Dieter Jedan); "Compulsory Education in the Waldorf Schools in America" (Joseph A. Baust); and "Compulsory Education in Chicago" (Joan K. Smith). (CJH)

ED 278 801 CE 046 274

Merriam, Sharan B.

The Research-to-Practice Dilemma. Occasional Paper No. 123.

Ohio State Univ., Columbus. National Center for Research in Vocational Education.
PUB DATE- 86
NOTE- 17p.
AVAILABLE FROM- National Center Publications, National Center for Research in Vocational Education, 1960 Kenny Road, Columbus, OH 43210-1090 (OC123--$3.00).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Adoption (Ideas); *Adult Education; Diffusion (Communication); Educational Practices; *Educational Research; *Linking Agents; Postsecondary Education; *Research Utilization; *Theory Practice Relationship

The relative newness of the field of adult education and the newness of its research has been one of the problems in the research-to-practice dilemma. Edcuators have a sense of uncertainty and hence uneasiness in their role as social scientists. Others feel that adult education research is too flawed or impoverished for adoption. Dissemination problems are another area of concern. One constraint to effective interaction between research and practice is that each activity is conducted under different reward systems. The language of research problems is another problem area. Mechanisms for research dissemination are already in place. Included among these are state, regional, and national conferences; information clearinghouses; professional association activities and resources; publications; and computer networking and teleconferencing. Assuming that these mechanisms are able to improve the dialogue between researchers and practitioners and that research findings get into the hands of those most able to use them, there is still the problem of new ideas or practices actually being adopted. The process of adopting research findings is largely informal, and the key to utilizing the informal system is finding a link among people and organizations. Such "gatekeepers" are characterized as readers of journals, persons acting as translators of what they read for their colleagues, networkers who maintain contacts outside their own organizations, and persons who function as advisers to their colleagues. Interaction between researchers and practitioners can be enriched by having researchers engage in practice and practitioners engage in reflective discussion for an alloted time each week. (MN)

ED 278 900 CG 019 679

Anshel, Mark H.

Changes in Information Processing with Aging: Implications for Teaching Motor Skills.

PUB DATE- Mar 85
NOTE- 40p.; Figures, pages 37-40, may not reproduce clearly.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Aging (Individuals); *Cognitive Processes; Cognitive Style; Decision Making; *Motor Development; Motor Reactions; Older Adults; *Psychomotor Skills; Reaction Time; *Skill Development; Teaching Methods

Although there are marked individual differences in the effect of aging on learning and performing motor skills, there is agreement that humans process information less efficiently with advanced age. Significant decrements have been found specifically with motor tasks that are characterized as externally-paced, rapid, complex, and requiring rapid decision-making and multiple responses. The likely causes of poorer performance with age are based on limitations in the ability to: (1) discriminate between relevant and irrelevant input; (2) quickly identify and categorize input into meaningful and familiar information; (3) quickly rehearse a large quantity of information in short-term memory for storage in long-term memory, or pass it on to the decision mechanism; (4) make rapid decisions based on available information; (5) make a series of motor responses autonomously; and (6) interpret and use information about the response in subsequent trials. Despite limitations in cognitive and motor performance that are inherent in aging, the elderly are quite capable of contributing to society and to the maintenance of their own well-being when provided with the appropriate environment in which to function. This paper identifies likely causes of limitations in cognitive processing and suggests guidelines for providing the elderly with quality instruction to facilitate the learning, remembering, and performing of motor skills. (Author/NB)

ED 278 915 CG 019 694

Machell, David F.
A Rape Empathy Training Program for Criminal Justice Workers: A Conceptual Framework.
PUB DATE- Mar 86
NOTE- 12p.; Paper presented at the Annual Meeting of the Academy of Criminal/Justice Sciences (Orlando, Florida, March 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Crisis Intervention; *Empathy; Models; *Rape; *Sensitivity Training; *Training Methods
IDENTIFIERS- *Criminal Justice Workers

This paper describes the conceptual framework for a rape empathy training program for criminal justice workers. The framework will serve as the guidelines for a planned program manual. Together, this paper and the future manual will serve to encourage empathy in workers who are willing to foster empathy but who are inhibited from feeling empathy by a lack of emotional and intellectual awareness of rape trauma. Eight premises are listed which serve as the basis for the paper and the proposed program. A presentation is given of the three-phase program, which is based on: (1) the process of systematic sensitization, a self-awareness process which helps develop the practice of emotional involvement; and (2) the concept of the disruptive entry spectrum, a way of segmentizing rape trauma in order to help a person to understand and experience the various aspects of the trauma. The disruptive entry spectrum is described as an original concept which, it is hoped, will help individuals to relate to the trauma experience in partial steps, drawing nearer to the fullness of understanding as the training program advances. (Author/NB)

Foundations of Writing. The Report of a Project on the Teaching of Writing at the Early Stages.
Scottish Curriculum Development Service, Edinburgh.
REPORT NO.- ISBN-0-947942-90-4
PUB DATE- 86
NOTE- 102p.; Photographs may not reproduce well.
AVAILABLE FROM- Scottish Curriculum Development Service, Moray House College, Holyrood Rd., Edinburgh, Scotland EH8 8AQ (2 pounds).
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Classroom Environment; Classroom Techniques; Elementary Education; Foreign Countries; Instructional Innovation; Language Arts; *Program Content; Program Implementation; School Visitation; Teacher Role; Teaching Methods; Writing Exercises; *Writing Instruction; *Writing Processes; Writing Readiness; Writing Research; *Writing Skills
IDENTIFIERS- *Beginning Writing; Primary Schools (United Kingdom); Scotland

Having implications for teachers and students at all stages of primary school, this project report delineates an alternative and more effective approach to the teaching of beginning writing. The report points out that the project, while producing a body of classroom-tested material, focused on awareness about written language and how children acquire it. The thirteen sections of the report deal with (1) the project background, (2) a description of a traditional classroom's writing activities, (3) the need for change, (4) important questions about what really needs to be accomplished when teaching writing, (5) finding out what has to be learned using a creative approach to writing and writing as a group activity, (6) a new status for writing that gives importance to the expressive elements in language and to the sensitive expression of the child's own perceptions, (7) a basis for teaching writing, (8) the role of teacher responses in the writing class, (9) phases in the development of writing including extensive practical examples and suggestions, (10) writing within themes, (11) significant changes in teachers' practices, (12) questions teachers ask, and (13) implementing the project report in the schools. (NKA)

ED 279 085 EA 019 208

Kelly, Philip T.
Projecting Personnel Needs.

PUB DATE- 5 Feb 87
NOTE- 12p.; Paper presented at the Annual Meeting of the South Carolina Association of School Business Officials (Myrtle Beach, SC, February 4-6, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cost Effectiveness; Elementary Secondary Education; Employment Practices; *Enrollment Projections; Expenditure per Student; Financial Policy; Long Range Planning; Money Management; Needs Assessment; School Business Officials; School District Size; *School District Spending; *Staff Utilization; *Teacher Salaries; *Teacher Student Ratio

Increased reliance on personnel services is placing school districts' business operations in a no-win situation. This report evaluates methods of student population projection in relation to teacher costs. Educational costs reflect personnel costs in light of a decrease in the number of pupils being served. Increased enrollment projections create a cause for concern. Over 60 percent of a district's budget is for teachers' salaries. The most significant cost factor is pupil-to-teacher ratio; therefore, full utilization of staff must be considered. Population projection methods provide estimates of students to be served, including the following: (1) census data analysis--updated every 10 years; (2) saturation analysis--based on land area and zoning; (3) estimates by principals--involving knowledge of attendance trends; (4) cohort-survival--based on student population movement trends. The latter method is most frequently used, along with adjustments based on principals' estimates. Making this projection involves three steps: (1) local births listed from 11 to 7 years earlier and first-grade enrollment for the previous 5 years indicate first grade enrollments; (2) each grade's enrollment for the previous 6 years forecasts enrollment for the remaining grades; and (3) student information is converted to the number of teachers needed. Although numerous methods determine the number of teachers needed, a district must use a suitable process to achieve maximum service and significant cost savings. Charts of sample pupil population projections and projected teacher need are appended. (CJH)

ED 279 123 EC 191 744

Linn, Robert; DeStefano, Lizanne

Review of Student Assessment Instruments and Practices in Use in the Secondary/Transition Project.

Illinois Univ., Champaign. Secondary Transition Intervention Effectiveness Inst.
SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC.
PUB DATE- 86
NOTE- 269p.; For related documents, see EC 191 736-746.
CONTRACT- 300-85-0160
LANGUAGE- English
EDRS Price - MF01/PC11 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Reference Materials - Bibliographies (131) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Disabilities; *Education Work Relationship; Evaluation Methods; Secondary Education; *Student Evaluation; Test Reviews; *Tests; Test Use; *Transitional Programs

Part of a series, this document reports on a study to determine the current status of instrumentation and practices of student assessment in programs concerned with the transition of secondary special education students from school to work or to postsecondary education. The study surveyed the 114 federally funded (Office of Special Education and Rehabilitative Services) secondary/transition grant applications to gather information on: (1) what student competencies are assessed; (2) what commercially available or locally developed instruments are used; (3) how assessment information is used; and (4) how useful the assessment information is. Results are reported in terms of the following assessment areas: general ability/intelligence, special abilities, vocational skills, academic achievement, language, adaptive behavior, social skills, survival skills, daily living skills, motor skills/dexterity, and lifestyle/consumer satisfaction. The major portion of the document is comprised of appendices which include the model programs survey form and detailed reviews of 112 instruments organized according to the following outline: name of instrument, publisher's name and address, cost, date of publication, competencies assessed, population characteristics, recommended uses, test content and format, administration time, skills/materials required, derived scores/information, norming/standardization practices, reliability, validity, comments, and references. (DB)

ED 278 788 CE 046 249

South Jersey Outreach, Counseling and Training Project at Glassboro State College.
Glassboro State Coll., NJ. Office of Adult Continuing Education.
SPONS. AGENCY- New Jersey State Dept. of Education, Trenton. Div. of Vocational Education and Career Preparation.
PUB DATE- 86
NOTE- 27p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Career Counseling; Employment Potential; Females; *Homemakers; Job Placement; Job Skills; *Job Training; *One Parent Family; *Outcomes of Education; Postsecondary Education; Program Effectiveness
IDENTIFIERS- New Jersey

The South Jersey Outreach, Counseling and Training Project was initiated by the Glassboro State College Office of Adult Continuing Education on September 23, 1985. The purpose of the project was to provide outreach, counseling, and in some cases training to single parents and homemakers in Gloucester, Camden, and Cumberland counties (New Jersey). Thirteen persons were trained as phototypesetters. Nine additional persons participated in a focused counseling/computer orientation program. The remainder of the participants were referred to training/educational programs at area colleges and Job Training Partnership offices. Each participant was administered an interest inventory in addition to skills identification and values clarification exercises. Results were discussed individually and were used to help develop Individualized Education Plans. The program was evaluated to determine the effectiveness of training and the benefits of counseling and assessment. The follow-up study conducted during June and July of 1986 indicated that the program was successful in meeting and surpassing its counseling goal. A majority of participants thought that the training had made them more confident, aware of their goals, and able to find job openings or change careers. In the training component, only four of the participants who completed the course were employed full-time, four were actively seeking work, and five were either not working or not seeking employment for personal reasons. It was recommended that in future programs, commitment from participants to full-time work should be sought before training. In addition, long-term follow-up studies should be conducted to see if more of the participants find work and how they fare on the job. (Author/KC)

ED 278 816 CE 046 331

Atwater, D. M.; And Others
Navy EEO Labor Market Availability Data for the Early 1990's. Research Report No. 47.
Office of the Chief of Naval Operations, Washington, DC.
REPORT NO.- OPNAV-P16H-7-86
PUB DATE- Dec 86
NOTE- 160p.
CONTRACT- N00600-84-C-2675
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Numerical/Quantitative Data (110)
DESCRIPTORS- *Affirmative Action; Employment Opportunities; *Equal Opportunities (Jobs); Futures (of Society); Geographic Regions; *Labor Market; *Military Organizations; Military Personnel; *Personnel Needs; Racial Composition; Sex; Sex Fairness; Tables (Data)
IDENTIFIERS- *Civilian Employees; Civilian Occupation Planning Estimates System; *Navy

This report provides an update to 1992 of the Navy equal employment opportunity (EEO) and affirmative action availability data for each of the 64 local labor markets in which the U.S. Navy employs 250 or more civilian employees. Data are provided for the following nine major occupational categories: engineering and science technicians, scientists and engineers, other professionals, management and administrative personnel, other technicians, clerical occupations, other general schedule occupations, craftsmen and mechanics, and operatives and service workers. Data were collected and analyzed within the framework of the Civilian Occupation Planning Estimates System (COPES). Available labor force (AVAIL) models were used in conjunction with U.S. Census data to examine all persons in the civilian labor force to determine who would consider a specific Navy job an opportunity. The first step in compiling the data was to determine which workers and nonworkers match given Navy jobs with respect to wage bands, skill requirements, and educational and occupational skill/experience requirements. Next, the estimated available labor force for each job was further broken down by sex and race (White, Black, Hispanic, and other). The data are expected to be used for a variety of staffing policy decisions and research studies. (Appendixes include a listing of the principal Department of Navy local labor markets for civilian personnel planning; projected supply ratios for 1982 for each of the labor markets with breakdowns of male and female percentages by racial group; and information on possible measurement errors, confidence limits, and error measures for the AVAIL model.) (MN)

ED 278 830 CE 046 378

Colorado Prevocational Home Economics. Basic Skills for Quality Living. Middle/Junior High School Curriculum.

Colorado State Board for Community Colleges and Occupational Education, Denver. Home Economics Div.; Colorado State Univ., Ft. Collins.; University of Northern Colorado, Greeley.

PUB DATE- Aug 84

NOTE- 470p.; For a related document, see CE 046 377.

LANGUAGE- English

EDRS Price - MF01/PC19 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- Behavioral Objectives; *Consumer Education; Employment Potential; *Family Life; Family Life Education; *Individual Development; Junior High Schools; Learning Activities; Middle Schools; *Occupational Home Economics; *Prevocational Education; Resource Materials; Secondary Education; Self Actualization; Student Evaluation

This prevocational curriculum resource guide is intended to provide a foundation for a total vocational home economics program in Colorado. Contents include a rationale, delivery system, a listing of the major developmental task areas included in this guide, tips for teacher success, information on disciplinary applications, a resource list, and a listing of film and filmstrip suppliers. Materials are then provided for four areas: Developing Self, Being a Family Member, Being a Consumer, and Becoming Employable. For each unit, these components are included: a conceptual outline, unit strategies which correlate concepts with objectives and learning/evaluation strategies and resources, and learning tools. These learning tools include student handouts, exercises, learning activities, tests, and assignments. (YLB)

ED 278 857 CE 046 414

Shepard, Delbert A.; Mitchell, Robert A.

Determination of the Effectiveness of the Delivery and Content of the Human Relations Course and Technical Updates for Post-Secondary, Full-Time Preparatory Program Instructors in the State of Iowa.

Iowa State Dept. of Public Instruction, Des Moines. Div. of Career Education.

PUB DATE- 30 Jun 86

NOTE- 121p.; Uneven print density may affect legibility. Best copy available.

LANGUAGE- English

EDRS Price - MF01/PC05 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- Community Education; Delivery Systems; Educational Research; *Human Relations; *Inservice Teacher Education; *Postsecondary Education; *Program Effectiveness; Required Courses; State Surveys; Teacher Attitudes; *Teacher Improvement; Teaching Skills; Vocational Education; *Vocational Education Teachers

IDENTIFIERS- Iowa

A study assessed the effectiveness of the delivery and content of the Human Relations course and the technical updating activities for postsecondary, full-time preparatory program instructors in Iowa. Faculty members from 15 community and technical colleges were asked to identify how necessary they feel each competency is to the teaching process, to assess the level of attainment of competencies contained in the human relations course, and to indicate to what extent they are currently able to apply the competencies to their classroom situation. Findings indicated a need to look more closely at emphasis placed on certain competencies in the course. While most respondents expressed concern about being required to take the course, they felt the course is necessary. Results also indicated strong use of the competencies. The instructors failed to demonstrate an understanding of the vocational-technical teaching field of the community college teaching faculty. Technical update activities delivered by or available from business and industry rated higher in effectiveness than in appeal. Ninety percent of respondents indicated technical updating should be required in the teaching field. Over half found it important that paid release time be available for technical updating. Eight recommendations are offered and the survey instrument is appended. (YLB)

ED 278 930 CG 019 710

West Virginia Dropout Study, 1985-86.

West Virginia State Dept. of Education, Charleston. Div. of General and Special Educational Development.

PUB DATE- Feb 87
NOTE- 53p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Annual Reports; Dropout Attitudes; Dropout Characteristics; *Dropout Prevention; *Dropout Rate; *Dropout Research; Dropouts; Elementary Secondary Education; State Surveys
IDENTIFIERS- *West Virginia

Reported in this document are dropout statistics from the State of West Virginia for the school year 1985-86. This annual survey of the 55 county school systems has been conducted since the 1968-69 school year. Topics surveyed include Education Consolidation and Improvement Act (ECIA) status, exit interviews, grade at exit, month dropout left school, age at leaving school, dropout's class size, disciplinary record and attendance pattern of dropout, exceptional child status, parent contact and response, special efforts by school to help dropout, years retained, number of failed courses, program of studies, scholastic ability and class rank,

extracurricular activity participation, employment and future educational plans, with whom dropout was living and socioeconomic status, parents' educational level and work status, dropouts' reasons for leaving school, and schools' reasons for dropouts' leaving school. Each topic is presented with statistics comparing responses to the previous year's responses, a conclusion statement, and question(s) generated from the data. The appendix includes a description of the method of calculating dropout percentages, county data for percent of dropouts from the 1974-75 school year to the 1985-86 school year, a discussion of dropout prevention with prevention suggestions for schools for early childhood, middle childhood, and adolescent-level pupils, and West Virginia dropout prevention program briefs. (ABL)

ED 278 958 CS 008 690

Braun, Carl; And Others

An Examination of Contexts for Reading Assessment.

PUB DATE- Dec 86
NOTE- 24p.; Paper presented at the Annual Meeting of the National Reading Conference (36th, Austin, TX, December 2-6, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Context Clues; Evaluation Methods; Grade 5; Intermediate Grades; *Performance Factors; Reading Difficulties; *Reading Research; *Reading Tests; *Student Attitudes; Test Format; *Testing; Test Reliability; *Test Validity; Test Wiseness

Eight fifth grade students participated in a study that investigated the effects of test context on test performance and subjects' perceptions of tests in varying contexts. In the first three contexts, reading of words in isolation was tested using materials drawn from three different informal reading inventories equivalent in difficulty level. The words were printed on cards and shown to each child. In context one, there were no prompts; in context two, the child was able to listen to his or her reading of the words and choose the ones thought correct; in context three, the child read another set of words, and was prompted for those not identified. In the remaining three contexts, oral reading of connected discourse was tested using materials compiled from informal reading inventory passages. Context four used comprehension question prompts; context five allowed subjects to scan the passages before reading; and context six used another set of passages and involved discussion of the passage topics before reading. Results showed that for most of the subjects, freedom to ask questions and to receive prompts increased the range of their performance markedly. In addition, six of the subjects thought they had done well in context one, while none though he or she had done well in contexts two or three. Three thought they had performed well in context four, and all subjects perceived themselves to have performed poorly in contexts five and six. The results provide support for dynamic assessment contexts that invite subjects to use language in more natural ways than traditional test situations allow. (A copy of a test protocol is appended.) (FL)

ED 278 986 CS 008 728

Wilkinson, Ian; And Others
Silent Reading Reconsidered: Reinterpreting Reading Instruction and Its Effects. Technical Report No. 390.
Bolt, Beranek and Newman, Inc., Cambridge, Mass.; Illinois Univ., Urbana. Center for the Study of Reading.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Oct 86
NOTE- 21p.
CONTRACT- 400-81-0030
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Elementary Education; Learning Disabilities; Learning Processes; *Models; Oral Reading; *Reading Achievement; Reading Difficulties; *Reading Instruction; *Reading Research; *Silent Reading; *Time Factors (Learning)

Results reported by Leinhardt, Zigmond, and Cooley (1981) have been interpreted as support for increased silent reading in classroom reading instruction. G. Leinhardt and colleagues examined a causal model of classroom processes influencing reading achievement and found that time spent in silent, rather than oral, reading was positively related to gains in reading achievement. To clarify the interpretation of these results, a study reanalyzed the Leinhardt data, which used students in 11 elementary classrooms for learning disabled students. Using linear structural equation modeling, the reanalysis showed that students' entry-level reading abilities had a significant direct effect on time spent in silent reading, but no such effect on time spent on oral or "indirect" reading. When entry-level abilities were more adequately controlled by incorporating measurement error into the model, silent reading no longer showed a significant effect on posttest reading performance. Indeed, under alternative models of this data, there was even the

suggestion that time spent in oral reading had more effect on final reading achievement. These finding have important implications for the oral versus silent reading debate, as well as for the more general question of the relationship between time spent in reading and student achievement. (Author/FL)

ED 279 031 CS 505 475

Kleinwachter, Wolfgang, Ed.; Nordenstreng, Kaarle, Ed.
International Communication and Confidence-Building in Europe. Report of the Leipzig-Tampere Seminar on Confidence-Building in the Non-Military Field (1st, Leipzig, East Germany, May 14-15, 1986). Publications Series B. 20/1986
Tampere Univ. (Finland). Inst. of Journalism and Mass Communication.
REPORT NO.- ISBN-951-44-2003-9
PUB DATE- 86
NOTE- 139p.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Collected Works - General (020) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Audience Analysis; *Foreign Countries; Information Technology; International Cooperation; *International Relations; *Mass Media Effects; Media Research; Nuclear Warfare; Peace; Political Attitudes; *Public Opinion; *Technological Advancement; *Telecommunications
IDENTIFIERS- Europe; *International Communication

Focusing on the role of the international mass media, these essays stress the urgency of building confidence in the relations among European states and populations in order to secure peace on a world-wide scale and to stop the arms race on the earth and prevent its extension to outer space. Titles and authors are as follows: (1) "Welcoming Speech Delivered by the Rector of the Karl Marx University" (L. Rathmann); (2) "Opening Remarks" (K. Nordenstreng); (3) "Legal Aspects in the Historical Development of Mass Media in International Relations" (W. Poeggel); (4) "International Confidence through Communication--Hazards, Alternatives" (Y. Littunen); (5) "New Communication Technologies and the Perspectives of Confidence-Building Measures in the Field of International Information" (W. Kleinwachter); (6) "Promoting Peace and Reducing Conflict" (T. Varis); (7) "New Thinking in the Nuclear Age and Confidence-Building in Communication" (H. Protsch and W. Ullmann); (8) "Culture, Information and Confidence-Building in Europe" (F. Raaz); (9) "Remarks on New Information Technologies (NITs) Bypassing Content-Related Regulatory Approaches of Communication Policies" (F. M. Bahr); (10) "The League of Nations and the Mass Media: The Rediscovery of a Forgotten Story" (K. Nordenstreng and T. Seppa); (11) "The Prohibition of War and Racial Propaganda under International Law" (H. J. Heintze); (12) "International Legal Regulation of the Direct Television Broadcastings and the Establishment of Confidence in Europa" (E. Konstantinov); (13) "Working Conditions of Journalists" (O. Miettinen); (14) "Television Programmes on Offer in Some European Socialist Countries" (Z. Jakab); and (15) "The Involvement of the Mass Media in the Campaign for Arms Limitation, Disarmament and Peace" (D. Riedel and H. Odermann). (JD)

ED 279 045 CS 505 510

Chmielewski, Terrence L.
Communicator Motivation: Toward Conceptualization and Measurement.
PUB DATE- Nov 86
NOTE- 43p.; Paper presented at the Annual Meeting of the Speech Communication Association (72nd, Chicago, IL, November 13-16, 1986).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Tests, Questionnaires, Evaluation Instruments (160) Reports - Research/Technical (143)
DESCRIPTORS- *Affective Measures; Altruism; Attitude Measures; Cognitive Measurement; *Communication Research; Egocentrism; Higher Education; *Interpersonal Communication; Interpersonal Competence; *Measurement Techniques; *Motivation; Personality Measures; Psychometrics; Questioning Techniques; Questionnaires; Self Concept Measures; Speech Communication
IDENTIFIERS- *Communicator Motivation; Communicator Style

A study operationalized and measured the construct of communicator motivation, defined as an affective tendency to approach and become involved in communication, as part of an effort to clarify the concept and to begin validation of a new scale to measure it. The study addressed two specific motives: concern for promoting self and concern for promoting other. The Communicator Motivation (COMMOTIV) scale was developed to measure these motives and was administered to 530 students in university communication classes. Usable forms were returned by 504 students. Three criterion scales were administered with COMMOTIV to test its validity. Analysis of the scale indicated that it was stable over time and internally consistent. Tests to establish validity indicated that the scale primarily measured affective involvement, but, to a degree, also measures cognitive involvement. Although problems exist in the scale's measurement of concern for promoting other, COMMOTIV seemed to be valid as a measure of the tendency to approach others in communication. (The COMMOTIV scale and relevant tables of data are appended.) (SRT)

ED 279 058 EA 019 151

Boileau, Don M.; McBath, James H.
The New Basic: Oral Communication.
National School Boards Association, Alexandria, VA. Educational Policies Service.
PUB DATE- Feb 87
NOTE- 6p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Board of Education Policy; Communication (Thought Transfer); Competence; Creative Expression; Curriculum Design; *Curriculum Development; Guidelines; Instructional Development; Instructional Improvement; Instructional Innovation; Instructional Material Evaluation; Program Development; Secondary Education; *Speech Communication; *Speech Curriculum; *Speech Instruction; *Speech Skills; Student Needs; Teacher Qualifications; *Teaching Methods

School systems are increasingly following national reports' recommendations that oral communication instruction in the high school curriculum should develop students' everyday academic competencies, personal confidence, and research and employment abilities. This report discusses instructional applications of oral communication and offers course and program guidelines. Of the instructional approaches, the independent course in oral communication taught by a qualified instructor most effectively benefits large numbers and a diversity of students. This academic approach is based on traditional English essentials of composition, literature, and language fundamentals. Skills apply to a range of situations, audiences, and communication forms. For most school systems, outcome statements on the state level can assist local planning formulation. Assistance in setting up the course can come from English department members, teachers with speech communication background, and nearby school and university systems. The Educational Resources Information Center (ERIC) database is an invaluable resource for locating materials on teaching speech. The course should develop basic competencies in speaking and listening among all ability levels. Innovative instructional applications at four high schools are described, including cooperative learning principles and attention to critical listening. To monitor course development, school board members should follow guidelines related to: (1) articulation of rationale; (2) responsiveness to student use of the subject; (3) instruction by teachers with majors or strong minors in the subject; and (4) meeting accreditation and university entrance standards. (CJH)

ED 278 777 CE 045 397

Corfield, Tony
The Supervisor and the Organised Worker. The Supervisor's "Self-Development" Series 4.
Institute of Supervisory Management, Lichfield (England).
PUB DATE- 82
NOTE- 202p.; For related documents, see CE 045 394-398.
AVAILABLE FROM- Institute of Supervisory Management, 22 Bore Street, Lichfield, Staffordshire WS13 6LP, England (2.00 pounds; 20 or more--15% discount).
LANGUAGE- English
EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)

DESCRIPTORS- Administrative Principles; Check Lists; Collective Bargaining; *Employer Employee Relationship; Employment Practices; Foreign Countries; Independent Study; Interpersonal Competence; *Labor Legislation; *Labor Relations; Management Development; *Personnel Management; Postsecondary Education; Supervision; *Supervisory Methods; *Supervisory Training; Unions
IDENTIFIERS- *Great Britain

This guide, which is intended for new supervisors and managers to use in an independent study setting, deals with maintaining working relations with organized labor. The following topics are discussed in the individual sections: good personal relations (psychological aspects, wages and job security, a good working environment, techniques for developing an interest in the job, methods of introducing new employees, and procedures for settling workers' grievances); ways of dealing with workers collectively (relations with trade unions and shop stewards, work discipline, procedures for bargaining over working terms and conditions, facilities for trade union activities, and ground rules for workplace regulations); workers and the law (ways of tackling a legal problem, sources of official legal information, three management functions that are closely affected by the law (hiring and firing employees and maintaining health and safety at work); and communications (the need to communicate, communication techniques, interviewing techniques, consultations, and strategies for giving instructions). Checklists and exercises are provided in each chapter. The qualities of effective supervision are reviewed in a concluding chapter. Appendixes contain information on welfare legislation, the judicial structure in Britain, and guides to employment law. (MN)

ED 278 844 CE 046 392

Stromsdorfer, Ernst; Blalock, Ann Bonar
JTPA Evaluation at the State and Local Level. Volume VII: Issues Related to Net Impact Evaluations. A. Issues in Evaluating Costs and Benefits. B. The Debate over Experimental vs. Quasi-Experimental Approaches.
Washington State Dept. of Employment Security, Olympia.
SPONS. AGENCY- International Business Machines Corp., Armonk, N.Y.; National Commission for Employment Policy (DOL), Washington, D.C.
PUB DATE- Mar 86
NOTE- 106p.; A product of the JTPA Evaluation Design Project. For related evaluation materials, see CE 046 385-393.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Comparative Analysis; *Cost Effectiveness; Cost Estimates; Educational Benefits; Educational Legislation; Employment Programs; Evaluation Criteria; *Evaluation Methods; Federal Legislation; Local Issues; Program Costs; *Program Evaluation; *Quasiexperimental Design; *Research Design; Research Methodology; *Statewide Planning
IDENTIFIERS- Impact Studies; *Job Training Partnership Act 1982; Service Delivery Areas

This guide is intended to assist states and service delivery areas (SDAs) in addressing the new oversight responsibilities and opportunities stipulated by the Job Training Partnership Act (JTPA) with respect to net impact evaluations. It is divided into two main parts. The first part, which deals with issues in evaluating costs and benefits, covers the following topics: the distinction between benefit-cost and effectiveness-cost evaluation; identification and measurement of benefits and costs (general taxonomy of benefits, general taxonomy of costs, practical problem of cost estimation, introduction to economic cost theory, cost estimation at the service delivery area and state levels); and basic methods and issues in benefit-cost analysis. Examples of total, average, and marginal cost functions and a sample federal report for obtaining new data are appended. The second part of the guide, which examines the debate over experimental versus quasiexperimental approaches to assessing net impact, discusses the context of the debate, scientific trade-offs in the debate, and organizational and political trade-offs. Appendixes include definitions of the major concepts involved, some sources and kinds of bias, and a research design continuum. (MN)

Grant, James E.
Designing Outreach Adult Programs Using Mobile Van Laboratories.
PUB DATE- 23 Oct 86
NOTE- 10p.; Paper presented at the Annual Meeting of the American Association for Adult and Continuing Education (Hollywood, FL, October 23-29, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; Adult Programs; *Economically Disadvantaged; High School Equivalency Programs; Home Economics; Literacy Education; *Mobile Classrooms; *Outreach Programs; Program Design; Sewing Instruction; Two Year Colleges; Unemployment; *Urban Areas; Urban Education
IDENTIFIERS- Pensacola Junior College FL

When it was discovered that fewer than 75 residents in urban subsidized housing communities were enrolled in the adult programs at Pensacola Junior College, it was decided to develop an outreach program to extend the college's services to 650 illiterate, indigent, and unemployed adults in these communities. The program was operated out of mobile classroom/laboratories. After obtaining needs assessment data from the area housing commission and housing managers, the project planners included promotional materials on proposed courses and schedules in tenant and community newsletters. Next, two demonstration/preregistration sessions were held in each housing community. The teacher also interacted with interested residents who owned a sewing machine or needed assistance with basic alterations. Each resident was then invited to tour the van and register for a short sewing course for adult high school credit or for no credit if they preferred. The first 15 students received free materials and patterns to construct starter projects and one garment. All participants were expected to construct a minimum of one additional garment for the noncredit course and two additional garments for credit. The program was then expanded to offer courses leading to high school completion, preparing students for the General Educational Development (GED) examination, and teaching home economics skills (clothing, foods, child care and development, life skills, family relations, consumer education, home care services, and hospitality). (MN)

ED 278 886 CG 019 664

Neale, Anne Victoria; And Others

Cardiovascular Risk Factors and Behavioral Contracting in Exercise Programs.

PUB DATE- Aug 86
NOTE- 14p.; Paper presented at the Annual Meeting of the American Psychological Association (94th, Washington, DC, August 22-26, 1986).

LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adults; Aerobics; Behavior Change; Cardiovascular System; *Compliance (Psychology); *Exercise; High Risk Persons; *Obesity; *Performance Contracts; *Physical Fitness; *Smoking
IDENTIFIERS- *Health Promotion

The use of behavioral contracting in exercise programs has been shown to be effective in increasing the frequency of exercise activity and in reducing dropout rates. A study was undertaken to examine the impact of three cardiovascular risk factors (poor physical fitness, obesity, and smoking) on both client willingness to sign a behavioral contract to adopt an aerobic exercise program and on the outcome of such contract signing. Of 179 individuals asked to sign the exercise contract, 96 did so; 21.9% partially met the contract goal of at least three 20-minute aerobic sessions per week, 42.7% fully met their goal, and 35.4% did not meet the exercise goal. Smoking and weight risk were related to contract signing, but level of physical fitness was not. Body weight was the only risk factor related to contract success. Health locus of control subscales were not related to either contract signing or adherence, and attitudes toward exercise were only weakly related. The findings support the conclusions that overweight people are less likely to sign an exercise contract, and those who do sign such contracts are less likely to adhere to contract requirements; and that smokers are less likely to sign exercise contracts, but those who do are as successful as nonsmokers. Behavioral contracting appears to be a useful technique for facilitating adherence to exercise programs. (NB)

Moxnes, Kari

His and Her Divorce.
PUB DATE- Oct 86
NOTE- 18p.; Paper presented at the Annual Conference of the National Council on Family Relations (Dearborn, MI, November 3-7, 1986). Best copy available.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Depression (Psychology); *Divorce; *Emotional Adjustment; Family Problems; Foreign Countries; Marital Status; *Reaction Time; *Sex Differences; Spouses
IDENTIFIERS- *Norway

The opinion that divorce is more painful and difficult for men than for women is widespread among both professionals and the public. This issue was examined in a study involving 50 divorced men and 44 divorced women in Trondheim, Norway. Interviews were conducted with respondents and the difficulty and pain of divorce were measured in part by each respondent's descriptions of depression, desperation, sadness, and anger. In addition, subjects' use of stimulants or tranquilizers, their illness, hospitalizations, and their absences from work were studied. The results revealed that men and women acted and reacted in very similar ways. Both sexes reported being depressed, desperate, sad, and angry during their divorce. The main difference between men and women was not in how they reacted to divorce, but in the stage of the process when they had reactions. The majority of women, but only a few men, reported that the time before separation had been most difficult. Men, more often than women, reported their most difficult time to be late in the divorce process, after the actual separation or divorce. Who initiates the divorce, reasons for the divorce, and help from family, friends, and professionals are all factors to consider in studying the divorce process. For the men in this study, the divorce process was different than for women, but in most cases it was not more painful or difficult. (NB)

ED 278 944 CS 008 642

Ewing, J. M., Ed.
Reading and the New Technologies. Proceedings of the Annual Course and Conference of the United Kingdom Reading Association (21st, Dundee, Scotland, July 23-27, 1984).
United Kingdom Reading Association.

REPORT NO.- ISBN-0-435-10909-X
PUB DATE- 85
NOTE- 157p.
AVAILABLE FROM- Heinemann Educational Books Ltd., 22 Bedford Square, London, England WC1B 3HH.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Collected Works - Proceedings (021)
DESCRIPTORS- *Computer Assisted Instruction; Computer Literacy;

Computer Uses in Education; Elementary Secondary Education; Inservice Teacher Education; *Instructional Improvement; *Reading Instruction; *Reading Research; *Technological Advancement; *Word Processing

Divided into three sections, this book presents a selection of papers arising from a conference that focused on the impact of recent technological advancements on the development and teaching of reading. An introduction by J. M. Ewing provides general insight on this topic. Identifying major concerns, the first section includes: "Reading and Technology: Tangibles and Intangibles" (C. Gerhard); "The Book in 2000" (M. Goff); and "Reading and the New Technologies: The Role for Teacher Training" (J. G. Morris). The second section discusses relevant issues and contains the following articles: "Nonprint Media: A Blessing or a Curse for Reading?" (M. J. Tonjes); "Before a Byte, the L. I. T. E. Approach to Literacy" (J. M. Morris); "The Microcomputer in Home and School" (T. Obrist); "Monitoring Reading for Learning in Teachers and Children" (R. Beard); "Testing Reading: Recent Developments" (P. D. Pumfrey); "Approaches to Reading Remediation: An Assessment of New and Old Techniques" (G. R. Gredler); "Cohesion and the Micro" (J. Chapman); and "Evidence of the Cognitive and Metacognitive Effects of Punctuation and Intonation: Can the New Technologies Help?" (R. F. Flippo). Providing examples of current and developing practice, the third section contains: "Reading, Writing and Learning with Microcomputers" (J. Anderson); "Organizing Group Work with a Micro" (F. Potter and S. Walker); "The Adventurous Way to Use the Computer" (D. Wray); "Word Processing in the Primary Classroom" (C. Broderick and J. Trushell); "Write First, Then Read" (J. M. Wallace); "Microcomputer Generated Speech and C.A.L. Programs for Remedial Reading" (R. J. Eyre and C. D. Terrell); "Storytelling and Beginning Reading: The Use of a Microcomputer to Facilitate Storytelling by Nursery School Children" (H. C. Tite); and "Computer Use in Remedial Reading Programmes" (H. Mulholland). (JD)

ED 278 972 CS 008 708

Osborn, Jean
Reading Strategies and Reading Generalizations. Reading Education Report No. 69.
Bolt, Beranek and Newman, Inc., Cambridge, Mass.; Illinois Univ., Urbana. Center for the Study of Reading.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Sep 86
NOTE- 15p.
CONTRACT- 400-81-0030
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Classroom Techniques; Elementary Education; Reading Comprehension; *Reading Improvement; Reading Processes; *Reading Research; *Reading Skills; *Reading Strategies; Teaching Methods; Teaching Models

In its report "Becoming a Nation of Readers," the Commission on Reading defines reading as the process of constructing meaning from written texts, a view of reading that makes the use of strategies seem probable. If a book is a source of partial information, and readers are supposed to use knowledge they already possess to determine the meaning of what they are reading, then good readers must do "something" to put it all together. The Commission believes the past decade's research indicates that reading is a constructive process, it is fluent and strategic, it requires motivation, and it is a continuously developing skill. Some direct instruction activities such as modeling a strategy by thinking aloud, or maintaining a dialogue between teacher and students are now being studied by researchers, with noticeable improvements in students' use of reading strategies for reading, studying, writing, and learning. Teachers should think of such skills and strategies as the "mental process" that good readers use when they encounter problems in reading, and therefore think of teaching as the explanations they can provide about a given skill or strategy, its value, and "the secret" of using it successfully. (NKA)

ED 279 017 CS 210 311

Stotsky, Sandra
Civic Writing: An Exploratory Study.
PUB DATE- Dec 86
NOTE- 24p.; Paper presented at the Annual Meeting of the National Reading Conference (36th, Austin, TX, December 2-6, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Citizen Participation; Civics; Community Organizations; Content Analysis; *Expository Writing; *Persuasive Discourse; *Political Attitudes; *Public Opinion; Rhetoric; Social Attitudes; *Writing (Composition); Writing Processes; Writing Research
IDENTIFIERS- *Civic Writing; Context Effect; Text Factors; *Voice (Rhetoric)

The contexts and purposes for civic writing may influence the composition process as well as text features, and an analysis of the purposes and audiences for civic writing might yield an insight into the way that such writing stimulates the personal and moral development of both its readers and writers. An examination of two related pieces written by citizens of a small town shows that the first document, the Final Report of the Wareham Charter Commission, created by a citizens' group to devise a new charter for approval by the town's residents in the next election, is a "committed" piece of civic writing, while the second text, one of five recall petitions by a group of angry inhabitants, is more spontaneous. The goals of the charter commission (elected by majority vote) were positive, and the tone is gracious and self-confident. The recall petition, on the other hand, arose from the concerns of a self-selected group, and the tone is one of rage. However, there are important similarities: both texts reflect "group" voice, not individual voice, and both are formally addressed to the Board of Selectmen, although clearly intended for the public. Ultimately, civic or political writing is about power, or the testing of power. (Seventeen reference notes are provided, as well as the texts of the documents examined in this paper.) (NKA)

ED 279 072 EA 019 194

Cambron-McCabe, Nelda H.
Handicapped.
PUB DATE- 87
NOTE- 25p.; In: Thomas, Stephen B., Ed. The Yearbook of School Law, 1986. National Organization on Legal Problems of Education, 1987 (EA 019 190).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)

Opinions/Personal Viewpoints/Position Papers/Essays (120)
Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Court Litigation; *Disabilities; Elementary Secondary Education; Federal Courts; Legal Responsibility; School Law; School Personnel; Special Education; State Courts; Student Placement; *Students
IDENTIFIERS- *Education of the Handicapped Act 1970; Governmental Immunity

This fourth chapter of "The Yearbook of School Law, 1986" summarizes and analyzes state and federal court decisions handed down in 1985 related to handicapped students, and to the conditions affecting them and, to a lesser extent, school personnel. Among the topics addressed are the procedural safeguards established to ensure appropriate identification, evaluation, and placement of handicapped children; the placement of children in the least restrictive environment and in private facilities; the availability of related services for those in special education; and discipline policies affecting the handicapped. Other topics examined are remedies granted by the courts for institutions failures to provide appropriate services; the application of Eleventh Amendment guarantees of governmental immunity in cases relating to the enforcement of laws affecting the handicapped; cases involving state laws; and cases involving discrimination against handicapped students or school personnel under Section 504 of the Rehabilitation Act. (PGD)

ED 279 110 EC 191 365

Amundsen, Jane; And Others
Bringing Out Head Start Talents (BOHST). Trainer's Guide.
Illinois Univ., Urbana. Inst. for Child Behavior and Development.
SPONS. AGENCY- Administration for Children, Youth, and Families (DHHS), Washington, D.C.
PUB DATE- 85
NOTE- 168p.; For project final report, see EC 191 364; for project training materials, see EC 191 365-369.
AVAILABLE FROM- Disabled Citizens Foundation, 1304 W. Bradley, Champaign, IL 61820 ($13.50; shipping add 10%, handling add $1.00).
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) -

Non-Classroom Use (055)
DESCRIPTORS- Administrator Guides; Creative Thinking; *Gifted; Inservice Teacher Education; Parent Participation; *Parent Workshops; Preschool Education; Productive Thinking; Skill Development; *Talent; *Talent Development; Talent Identification; *Teacher Workshops
IDENTIFIERS- Bringing Out Head Start Talents; *Project Head Start

This trainer's guide is designed to assist Head Start administrators in implementing the Bringing Out Head Start Talents (BOHST) project designed to identify and develop programs for potentially gifted/talented Head Start children. The trainer's guide is divided into three sections. Section 1, the Administrator's Guide, consists of the following components: a description and overview of the BOHST project; requirements for implementing the project (staff time, space, cost, and materials); basic instructions for leading staff workshops; a sample yearly schedule; and sample forms used throughout the training process. Section 2, Teacher Workshops, includes detailed instructions and material (overhead transparencies and handouts) for six workshops for the Headstart teaching staff, as well as information about follow-up consultations and observations to assist teachers in implementing the BOHST approach in their classrooms. Section 3, Parent Workshops,. gives detailed instructions for two workshops: general programming for all Headstart parents, and talents programming for parents of children identified as having potential talents. (JW)

ED 279 137 EC 191 781

Kester, Ellen S.
Word Magic: Shakespeare's Rhetoric for Gifted Students.
PUB DATE- 22 Feb 85
NOTE- 204p.

AVAILABLE FROM- Creative Education--SOI, 255 Forest Park Ct., Pacific Grove, CA 93950 ($37.50 includes postage).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Acting; Characterization; *Comedy; *Drama; *Dramatics; Elementary Secondary Education; *Gifted; Language Skills; Learning Motivation; Literary Devices; *Literature Appreciation; Memorization; Oral Interpretation; *Rhetoric; Scripts; Self Evaluation (Individuals); Student Evaluation
IDENTIFIERS- *Shakespeare (William)

Intended for teachers of gifted students in grades 4-12, the curriculum uses six of Shakespeare's comedies ("The Taming of the Shrew," "The Tempest," "Twelfth Night," "The Comedy of Errors," "As You Like It," and "A Midsummer Night's Dream") as materials for nurturing intellectual and artistic experiences, social awareness, leadership training (through dramatic productions), academic motivation, and memory training. Student activities are reflected in the following curriculum objectives: (1) study "Shakespeare the Language Maker"; (2) learn an extensive number of rhetorical devices; (3) analyze passages rhetorically and rehearse them creatively; (4) perform scenes; (5) design and produce original projects; and (6) evaluate student performance. Following an introductory chapter describing the curriculum objectives, Part I provides an illustration of metrical and rhetorical analysis and figures of speech. Part II discusses the origins and definitions of rhetoric, while Part III presents 70 grammatical and vocabulary devices with examples. Part IV offers exercises in lexical and metrical vocabulary, dramatic conventions, and creating a character. Part V outlines criteria for judging the student's dramatic performance and provides excerpts/scenes selected for elementary and secondary students. Related activities (word games, original writing, and research projects) are suggested in Part VI. Appendices and a bibliography conclude the volume. (JW)

FL

ED 279 150 FL 016 173

Enkvist, Nils Erik; von Wright, Marianne
Problems in the Study of Textual Factors in Topicalization.
PUB DATE- 78
NOTE- 29p.; In: Andersson, Erik, Ed. Working Papers on Computer Processing of Syntactic Data. Abo, Research Institute of the Abo Akademi Foundation, 1978. p45-71.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Coherence; Computational Linguistics; Data Processing; Deep Structure; English; *Grammatical Acceptability; Language Patterns; *Language Styles; Paragraphs; *Research Methodology; *Sentence Structure; *Structural Analysis (Linguistics); Surface Structure; Syntax
IDENTIFIERS- *Markedness; *Thematic Analysis

Certain word-order patterns are more basic and less marked than others. The more strongly marked a pattern seems to be in isolation, the stronger must be the contextual forces motivating its use, if it is to seem natural in a text. Various topicalizations (of adverbials, objects, and parts of verb phrases, for example) need various degrees of motivation. If the motives are strong enough, they may justify the textual fit even of strongly marked sentence patterns. One characteristic of poetic license is the freedom to use strongly marked thematic patterns. Different languages, even relatively closely related ones, give very different degrees of importance to the informational organization of the sentence. In foreign language teaching, differences in the handling of information flow in the course and target languages deserve more explicit attention, especially where the languages use different mechanisms. In translation, more information about the relative markedness of thematically different sentence patterns and about the forces improving or impairing textual fit would be helpful. (MSE)

ED 278 789 CE 046 257

Urban Job Center for Women and Parent Outreach Center. Final Report. 1985-1986.

Middlesex County Vocational and Technical High Schools, New Brunswick, N.J.

SPONS. AGENCY- New Jersey State Dept. of Education, Trenton. Div. of Vocational Education and Career Preparation.
PUB DATE- 30 Jun 86
NOTE- 32p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Career Choice; Career Counseling; *Career Development; Career Planning; *Employment Programs; *Females; *Guidance Centers; Job Placement; Job Skills; *Job Training; *Nontraditional Occupations; Occupational Aspiration; One Parent Family; Outcomes of Education; Postsecondary Education; Secondary Education; Skill Development; Urban Population; Womens Education
IDENTIFIERS- New Jersey

The Urban Job Center for Women and Parent Outreach Center in East Brunswick, New Jersey, provides services to adult women and single parents. At the Center, adult women are assisted in developing an individualized career plan. The career plan is tailored to meet the needs of the client as determined by assessment and counseling interviews. For some women, training is appropriate and arrangements are made for them to learn a skill. For other women, possible career plans may include on-the-job training, apprentice training, or job placement. Women are presented with all the available options, both traditional and nontraditional, as they develop their career plans. It is common for the Center to provide support counseling as the client implements her career plan, and to provide information and linkage to support services offered through community social service agencies. Since the Center opened in November 1984, 374 persons have used these free services. During fiscal year 1985, the Women's Job Center served 252 people, 98 percent of them women. One hundred and four clients entered vocational training programs, 135 entered employment, and an additional 13 are receiving intensive career planning services. A total of 239 clients attained job readiness by the end of fiscal year 1985, and 85 percent are now working. In order to stress the options available to females in today's labor market, meetings are held with parent groups, and speakers are available. The Urban Job Center for Women and Parent Outreach Center provides women with the opportunity to emerge from the limited occupational areas in which they have historically been entrenched. (A three-page bibliography is appended.) (Author/KC)

ED 278 802 CE 046 280

Bron, Michal, Jr.
Adult Education and (Dis)integration Processes in Yugoslavia. Uppsala
Reports on Education 22.
Uppsala Univ. (Sweden). Dept. of Education.
PUB DATE- Dec 85
NOTE- 73p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Adult Education; *Cultural Pluralism; Developed
Nations; Foreign Countries; *Program Effectiveness; *Role of
Education; *Social Integration
IDENTIFIERS- *Social Disintegration; *Yugoslavia

This report is a synopsis of a study that dealt with the dominant problem in Yugoslavian society, namely the phenomenon of social and economic crisis, and with the role of adult education within the disintegration processes. In addition to an introduction, the report consists of five sections concerning the following issues: (1) the country in a state of crisis, (2) the problem of multiculturism in Yugoslavia, (3) an analysis of the societal roles of adult education, (4) a description of adult education in Yugoslavia, and (5) an evaluation of the functional effectiveness of the adult education system in relation to the problem of disintegration. Concluding remarks summarize the problem, raise new questions for further studies, and provide an attempt to apply (neo-)Marxist theory in relation to the situation in a country with a Marxistic ideology. Appendixes include tables of Yugoslavia's national composition and a questionnaire used to gather information for the report. (YLB)

ED 278 831 CE 046 379

Geldhart, D.; Brown, A. S.
A Largely Unsatisfied Need: Continuing Professional Development for Process and Process Plant Industries. A Summary. FEU/PICKUP Project Report.
Further Education Unit, London (England).
REPORT NO.- ISBN-0-948621-66-4
PUB DATE- 87
NOTE- 41p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Chemical Engineering; *Curriculum Development; Developed Nations; Engineering Education; *Engineers; Foreign Countries; Manufacturing Industry; *Minicourses; *Needs Assessment; *Professional Continuing Education
IDENTIFIERS- *Great Britain

This summary report outlines the aims of a project that focused on provision of short courses for technical professionals in the chemical and allied process industry and the process plant industry. Continuing education needs of both companies and individuals, as well as corporate policies and attitudes toward continuing education and constraints on its use, were identified through questionnaires sent to relevant company offices. The report's main text demonstrates that continuing professional development (CPD) requires that much effort be put into sampling companies, programs, and participants. The ensuing data reveal the usual problems associated with coordination, marketing, release of staff, and meeting of a wide range of needs. Although external short courses remain the staple diet of CPD, the report indicates they are perceived by companies as being insufficiently practical and too remote from the real issue. These company needs are indicated: relevance, credibility, and coordination. Individual participants are reported as needing accreditation. A section is devoted to the distinctions between "bottom-up" and "top-down" curriculum development, both of which are seen as necessary, but, as elsewhere, this mix raises issues of coordination. The report generally concludes that many unsatisfied needs remain. It maintains that more "bottom-up" courses are required and this requires a more systematic approach and more coordination. Recommendations focus on the need for a CPD coordinating mechanism. Appendixes include definitions and abbreviations and the questionnaire. (YLB)

ED 278 916 CG 019 695

Prezioso, Frederick Alan
Spirituality and the Treatment of Substance Abuse.
PUB DATE- 86
NOTE- 88p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Alcoholism; *Counseling Techniques; Drug Abuse; *Drug Addiction; *Drug Rehabilitation
IDENTIFIERS- *Spirituality; *Substance Abuse

This document attempts to give some shape and definition to the term spirituality as it relates to the addiction and recovery of chemically dependent persons and co-dependents. Positive and negative spirituality are discussed and addiction and "hitting bottom" are described. A variety of spiritual issues that are a part of the recovery process are enumerated: (1) detachment, forgiveness, and serenity; (2) a higher power initiates and empowers recovery; (3) the dark side of the self; (4) the process of conversion; (5) the spiritual guide; and (6) recovery as a journey homeward. Finally, a comprehensive approach for emphasizing spirituality within an inpatient treatment setting of 21-28 days is suggested. The 12 steps of Alcoholics Anonymous are appended. Notes, works cited, and an eight-page bibliography are included. (NB)

ED 278 987 CS 008 737

Goodman, Kenneth S.; And Others
Language and Thinking in School: A Whole-Language Curriculum. Third Edition.
REPORT NO.- ISBN-0-913461-81-4
PUB DATE- 87
NOTE- 417p.
AVAILABLE FROM- Richard C. Owen Publishers, Inc., Rockefeller Center, Box 819, New York, NY 10185 ($24.95).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Books (010) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Cognitive Development; *Cognitive Processes; Curriculum Design; *Curriculum Evaluation; *Diachronic Linguistics; Elementary Secondary Education; English Instruction; Epistemology; Integrated Curriculum; *Language Acquisition; Language Research; *Linguistic Theory; Psycholinguistics; Semiotics; *Teaching Methods
IDENTIFIERS- *Whole Language Approach

Exploring many possible relationships among language, thought processes, and education, this book is designed to synthesize modern views of language and linguistics, literature and semiotics, and thinking and knowing that are pertinent to education. It develops theoretical positions about language and thinking in school, proposes practical instructional applications for both beginning and experienced teachers, and provides practical means for building and assessing curricula and instruction. Throughout the book, a view of a dual curriculum based on language and thinking is explicated which reflects new theoretical understandings of how and why both written and oral language develop. Respectively, chapters discuss (1) language, thinking, and learning: focal points of a dual curriculum; (2) language: why and how; (3) language development; (4) language development in social and historical contexts; (5) coming to know; (6) development of thought with language; (7) structuring in thought: meaning; (8) language structuring: grammar; (9) composing letters to the world;

(10) reading and writing: a psycholinguistic view; (11) literacy before school; (12) learning and teaching reading: strategies for comprehension; (13) learning and teaching writing: strategies for presentation; (14) children, literature, and the arts, including a special bibliography of children's books; (15) language and thinking: strategies in teaching; (16) teaching tactics and strategies; and (17) building whole-language programs. (JD)

ED 279 004 CS 210 277

Ediger, Marlow
A Guide to the Language Arts (A Collection of Essays).
PUB DATE- 86
NOTE- 35p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Collected Works - General (020)
DESCRIPTORS- Computer Assisted Instruction; Computer Literacy; Content Area Reading; Creative Writing; *Curriculum Design; *Curriculum Development; Educational Philosophy; Elementary Education; *English Curriculum; Handwriting; Inservice Teacher Education; Instructional Improvement; *Language Arts; Learning Processes; Listening; *Reading Instruction; Reading Programs; Science Curriculum; Speech Curriculum; Speech Skills; Teacher Student Relationship; Teacher Workshops; Teaching Methods; *Writing Instruction; Writing Skills

Discussing various aspects of the language arts curriculum, this guide contains the following essays: (1) "Listening and the Child in the Language Arts Curriculum," which details a philosophy for teaching and learning in the language arts; (2) "Creative Writing in the Curriculum," which outlines ways teachers can help students achieve creatively; (3) "The Writing Curriculum: Creative Versus Practical," which discusses writing as both a creative and a practical endeavor; (4) "The Handwriting Curriculum," which addresses the behaviorism/humanism dichotomy and other issues regarding handwriting instruction; (5) "Learning Activities in the Language Arts," which presents practical teaching strategies for maximizing students' achievement in the language arts; (6) "Reading Instruction, the Pupil, and the Teacher," which describes how teachers can help individual students achieve at their own optimal level; (7) "Reading in the Science Curriculum," which focuses on word recognition and comprehension skills needed to read in the science curriculum; (8) "Reporting Pupil Progress in Reading," which outlines criteria for conducting parent/teacher conferences; (9) "Recent Trends in the Oral Communication Curriculum," which presents teaching ideas to help develop students' speech proficiency; and (10) "Inservice Education and the Computer," which describes a workshop designed to help teachers develop their computer skills and optimize computer usage in the curriculum. (JD)

ED 279 086 EA 019 209

Woodruff, Jane Bruner
A Developmental Perspective of State Policy Initiatives in Instructional Management in the State of Mississippi.
PUB DATE- Nov 86
NOTE- 12p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (15th, Memphis, TN, November 19-21, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Accountability; Board of Education Policy; Criterion Referenced Tests; *Curriculum Development; Curriculum Evaluation; Educational Change; Educational Objectives; Elementary Secondary Education; Evaluation Criteria; Instructional Development; Instructional Material Evaluation; *Integrated Curriculum; Long Range Planning; Norm Referenced Tests; Performance; Program Development; School District Autonomy; Skill Development; State Legislation; *State Programs; *State School District Relationship; State Standards; *Student Improvement
IDENTIFIERS- *Instructional Management Systems; *Mississippi

This paper traces the evolution of curriculum reform in Mississippi from a state level, norm-referenced accountability system to a performance-based, centralized accreditation system that integrates instructional management requirements into improvement standards. Accountability legislation has primarily been concerned with quality of student improvement and requires that curricular change bring about performance improvement. With the 1975 accountability law, Mississippi's department of education began building a statewide management system through a norm-referenced testing program. The department prepared guidelines for local accountability programs, but because curricular content varied, districts retained their autonomous character, in opposition to a small, relatively weak education department. The Education Reform Act of 1982 introduced a criterion-referenced program based on basic skills and a performance-based accreditation system, and the act abolished prior curricular requirements. Accreditation became the state's mechanism for implementing change. The education department identified principles of instructional accountability, including course definition through a set of objectives encompassing state-mandated content and adoption of objectives by local boards as basic curriculum requirements. In 1985-86, reforms identified basic skill areas and required that local administrators be held accountable for instructional management systems. Mississippi's programs thereby became part of a centralized management system over an 11-year period. (CJH)

Rusch, Frank R.; And Others
School-to-Work Research Needs.
Illinois Univ., Champaign. Secondary Transition Intervention Effectiveness Inst.
SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC.
PUB DATE- 86
NOTE- 92p.; For related documents, see EC 191 736-746.
CONTRACT- 300-85-0160
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Administrator Attitudes; Demonstration Programs; *Disabilities; Educational Researchers; *Education Work Relationship; Employment Potential; Interpersonal Competence; *Research Needs; Role Perception; Secondary Education; Surveys; *Transitional Programs

Part of a series, this document reports on an effort to identify and prioritize research questions of concern to researchers in the areas of educational and rehabilitation transitional services for the handicapped. In the first study 25 research questions were identified and submitted to external review and critique. In the second study, 112 project directors of federally funded transition projects, 58 state directors of vocational rehabilitation, 54 state directors of vocational education, and 27 research experts on transition, were asked to prioritize the importance of the 25 research questions. The most highly rated item recommends investigation of the most appropriate roles and responsibilities for families, teachers, rehabilitation counselors, and vocational educators in the transition planning process. Both the second and third most highly rated questions related to social skills in the workplace. A final study asked subjects of Study 2 to provide questions for the transition research group to address. Most proposed concerns were in the areas of transition model program research and development, program evaluation, and interagency collaboration. Appendices include a list of researchers involved in question enumeration, the potential research questions, a summary of reviewers' comments and revised questions, the survey questionnaire, a listing of questions in order of ranking, analysis of variance across respondent groups, and the proposed questions of the third study. (DB)

ED 278 778 CE 045 398

Fraser, John Munro

Interviewing and Selection Techniques. The Supervisor's "Do-It-Yourself" Series 5.

Institute of Supervisory Management, Lichfield (England).
PUB DATE- 85
NOTE- 93p.; For related documents, see CE 045 394-397.
AVAILABLE FROM- Institute of Supervisory Management, 22 Bore Street, Lichfield, Staffordshire WS13 6LP, England (2.00 pounds; 20 or more--15% discount).
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Administrative Principles; *Decision Making; Employer Employee Relationship; *Employment Interviews; Employment Practices; *Employment Qualifications; Evaluation Criteria; Evaluation Methods; Foreign Countries; Independent Study; Management Development; *Personnel Selection; Postsecondary Education; Supervision; *Supervisory Methods; *Supervisory Training

This guide, which is intended for new supervisors and managers to use in an independent study setting, deals with interviewing and selecting new employees. The following topics are discussed in the individual sections: differences between people, five ways of looking at someone, first impressions and qualifications, brains versus ability, motivation and goals, adjustment and getting along with others, the fivefold grading technique, the elements that add up to make up an individuals character, life histories, biographical interviews, interview methods, patterns in life histories, and ways of interpreting patterns in life histories. (MN)

ED 278 817 CE 046 332

Freedman, Audrey
Perspectives on Employment. Research Bulletin No. 194.
Conference Board, Inc., New York, N.Y.
PUB DATE- 86
NOTE- 16p.; Paper presented at an International Seminar on Employment (Paris, France, October 23, 1985).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Demography; *Employment Patterns; Employment Practices; *Futures (of Society); Government Role; Influences; *Labor Force Development; *Labor Market; Labor Needs; *Productivity; Public Policy; *Technological Advancement; Unemployment

There has been a long-term rise in the relative share of the total number of workers engaged in producing intangible goods or services. Since 1967, this shift to employment in the service sector has been accommodated by a relative decline in manufacturing. Other trends that have taken place over the last decades and are likely to continue are increases in the number of women in the work force, the number of smaller-sized families, and the economic dependence of the elderly. Productivity increases and technological advances in the manufacture and distribution of goods will continue to reduce labor force requirements. Jobs will, however, increase in the following areas: business services that are purchased by goods- and service-producing enterprises; point-of-consumption work, such as retailing and restaurants; and services geared toward caring for people, providing protection and security, and maintaining the quality of a crowded environment. Private investments by parents and by individuals on their own behalf comprise much of the nation's total human resource development activity. Government policy in the area of human resource development and intervention in labor market operations will also have a powerful effect on the labor market of the future. The growing trend toward the use of contingent employees is another area of concern. While contingent employees provide employers with a great deal of flexibility, the practice can result in greater unemployment, for blue- and white-collar workers alike, in times of recession. (MN)

ED 278 858 CE 046 416

Morley, Raymond E.; And Others
Transition from School to Work. Information for Counselors and Special Educators. Project Transition: Career Planning for Handicapped Students.
Drake Univ., Des Moines, Iowa.
SPONS. AGENCY- Iowa State Dept. of Public Instruction, Des Moines. Div. of Career Education.; Iowa State Dept. of Public Instruction, Des Moines. Div. of Special Education.
PUB DATE- Nov 85
NOTE- 73p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Collected Works - General (020)
DESCRIPTORS- *Community Programs; Counselor Role; Demonstration Programs; Developmental Disabilities; *Disabilities; *Education Work Relationship; Learning Disabilities; Mental Retardation; Models; Program Descriptions; School Business Relationship; Secondary Education; Special Education; *State Programs; Vocational Education
IDENTIFIERS- *Iowa

This guide is intended to provide basic information about the transition from school to work for handicapped students. The guide contains articles by educators and copies of newsletters related to handicapped students and school-to-work transitions, along with descriptions of various transition programs. The following are

included in the book's eight sections: "OSERS Office of Special Education and Rehabilitative Services Programming for the Transition of Youth with Disabilities: Bridges from School to Working Life" (Madeline Will); "Establishing a Context for Discussing Transition Issues" (Donn E. Brolin); "Transition Summary" (Newsletter of information from the National Information Center for Handicapped Children and Youth); "Exemplary Practices: Special Education and Vocational Rehabilitation" (from "Programs for the Handicapped" issued by the Clearinghouse on the Handicapped); "School to Work: A Model for Vocational Transition" (from REHAB BRIEF by the National Institute of Handicapped Research); "Iowa Programs/Activities/Thoughts" (various Iowa educators); "Common Elements in Transition Models" (Iowa Department of Public Instruction); and "Potential Roles of School Counselors in the Transition Process" (Iowa Department of Public Instruction). (KC)

ED 278 873 CE 046 451

Davis, Richard S.; Davis, Ginger L.
Grouping Students for Effective Learning in the ABE Classroom. TECHNIQUES.
PUB DATE- 87
NOTE- 3p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Adult Basic Education; *Evaluation Methods; Group Dynamics; *Grouping (Instructional Purposes); *High School Equivalency Programs; Interviews; *Student Evaluation; *Student Placement

For many learners in adult basic education (ABE) or General Educational Development (GED) classrooms, the difference between staying with the program and leaving prematurely is often related to the degree of the student's involvement with other members of the class. Grouping students to work together has both support- and learning-related benefits. There are basically five steps in the grouping process--initial contact, the first-night interview, testing, placement, and maintenance. In the initial contact phase, which often involves a phone conversation in which the student explains his or her reasons for wanting to enroll in a class, instructors should already be mentally considering into which group, if any, the student will fit. The first night interview provides valuable grouping information in the form of the student's goals for the course, previous schooling, prior work experience, and personal interests. Informal reading and mathematics tests may be given the first night. Although not absolutely necessary, it is best to keep students with the same ability level together if practical. After the evaluation of the student's ability, personality, and interests is complete and the student has had a chance to become familiar with what others in the class are doing, efforts are made to steer the individual student toward the group to which he or she appears most suited. It is very important that the dynamics of the individual groups within a class be watched closely and continually so that changes may be made when appropriate. (MN)

ED 278 917 CG 019 696

Streit, Fred
Through My Child's Eyes.
Peoplescience, Inc., Highland Park, NJ.
PUB DATE- 87
NOTE- 20p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTORS- *Adolescents; *Childhood Attitudes; Children; *Drug Abuse; *Interpersonal Communication; *Parent Child Relationship; Parent Influence; *Prevention

This pamphlet provides an overview to help parents understand the roots of teenage drug abuse, alcohol abuse, and crime, and describes ways of enhancing the family and moving to prevent substance abuse through support packages. A section on measuring perceptions identifies eight clusters of behavior which cover the circle of what children perceive (love, loving control, control, hostile control, hostility, hostile freedom, freedom, loving freedom). Research is cited which revealed that perceptions of loving freedom, love, and loving control were associated with no substance abuse. Actions, motivation, timing, choice, and benefits are presented as five elements that impact on the child's perception of love. Parental standards and expectations, and what children must do to meet them, are discussed. Guidelines are given for effective parent-child communication. A final section considers how parents can infuse their standards and values in their children. The pamphlet concludes with descriptions of five kits designed to equip parents with the necessary tools to develop an understanding of adolescent substance abuse and to take steps to prevent substance abuse in their own children. Use of the kits with children in three age groups (4-9 years, 10-12 years, and 13-18 years) is explained. The five kits closely follow the philosophy of the document and include: (1) Perceptions; (2) Expectations and Standards; (3) The Perception of Loving and Being Loved; (4) Communications-Matching Wavelengths; and (5) Imparting Standards and Values. (NB)

Mizell, M. Hayes

A Guide for the Identification of a Student Meriting Special Dropout Prevention Initiatives.

South Carolina State Board for Technical and Comprehensive Education, Columbia.

PUB DATE- Feb 87
NOTE- 6p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Dropout Characteristics; *Dropout Prevention; *High Risk Students; High Schools; *Identification; Middle Schools; *Potential Dropouts; School Counselors; Secondary Education; Secondary School Teachers; *Student Evaluation
IDENTIFIERS- *Assessment Instruments

A risk assessment instrument for identifying potential dropouts at the middle and high school levels and an accompanying explanation of the instrument are provided in this document. The instrument provides a checklist of 21 criteria; the more criteria the student meets, the greater his risk of dropping out. Criteria include age in comparison to grade; standarized test performance; retention history; subject failure; tardiness, truancy, and excessive absences history; suspension/expulsion history; delinquency; handicapping condition without employability development services; lack of pre-college or vocational education course sequence; inadequate projected units to graduate with class; non-participation in extracurricular activities; previous classification as a dropout; drug use; pregnancy/parenthood; living in household receiving Aid to Families with Dependent Children; living outside two-parent home situation; and having parents and/or siblings who did not graduate from high school. It is noted that the instrument has not been validated. (ABL)

ED 278 959 CS 008 692

Florez, Viola; Hadaway, Nancy L.
Bridging Linguistic and Cultural Differences through Reading: Multiethnic Literature in the Classroom.
PUB DATE- 86
NOTE- 15p.; Paper presented at the Annual Meeting of the Southwest Regional Conference of the International Reading Association (San Antonio, TX, January 30-February 1, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Childrens Literature; Classroom Techniques; *Cultural Awareness; Cultural Education; Cultural Interrelationships; Elementary Education; Ethnic Groups; Ethnicity; Instructional Materials; Language Arts; *Multicultural Education; Reading Comprehension; Reading Instruction; *Reading Programs; *Supplementary Reading Materials
IDENTIFIERS- Cultural Values; *Ethnic Literature; *Multicultural Materials

The use of multicultural literature in school reading programs can enhance the regular reading program by providing students with an awareness for other cultures, and by making a contribution to overall competence in all areas of language arts and in reading comprehension. When schools use literature that reflects only mainstream majority values, students are exposed to a narrow linguistic, historical, and cultural picture. An introduction to differing cultural viewpoints in literature can serve as a starting point for young readers to become more enlightened, providing an awareness of other cultures and a consciousness of oneself and one's relationship to a new culture. By integrating multiethnic literature into a school reading program, children realize that all ethnic groups have roots in the past and a strong heritage that is part of their culture. The stories should be carefully chosen and reflect accurate information, since more harm than good is done through literature which idealizes or glorifies a mythical past, or through tales which perpetuate negative stereotypes. The ultimate goals for the incorporation of multiethnic literature into reading programs are to help youngsters see similarities as well as differences between cultures, to appreciate the contributions of all people, and to lessen the anxieties and prejudices toward those who are different. Appendices include instructional strategies for multiethnic literature, examples of vocabulary webs, and a bibliography of ethnic literature. (NKA)

ED 278 973 CS 008 709

Grosz, B. J.; Sidner, C. L.
Attention, Intention and the Structure of Discourse. Technical Repor No. 380.
Bolt, Beranek and Newman, Inc., Cambridge, Mass.; Illinois Univ., Urbana. Center for the Study of Reading.
SPONS. AGENCY- Advanced Research Projects Agency (DOD), Washington, D.C.; National Inst. of Education (ED), Washington, DC.
PUB DATE- May 86
NOTE- 99p.; Funding also provided by the System Development Foundation.
CONTRACT- 400-81-0030; N00014-85-C-0079
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Attention; *Computational Linguistics; *Discourse Analysis; *Educational Theories; *Language Research; Language Usage; Structural Analysis (Linguistics); Theory Practice Relationship
IDENTIFIERS- *Intention

Developing and integrating two lines of research, one focusing on discourse and the other on intention recognition in discourse, this paper presents the basic elements of a computational theory of discourse. The paper argues that by specifying the basic units a discourse comprises and the ways in which they can relate, an account of discourse structure provides the basis for an account of discourse meaning. It further notes that an account of discourse structure also plays a central role in language processing because it stipulates constraints on those portions of a discourse to which any given utterance in the discourse must be related. The first section of the paper states the main thesis of the paper, which is that the structure of any discourse is a composite of three distinct but interacting components: (1) the structure of the actual sequence of utterances in the discourse, (2) a structure of intentions, and (3) an attentional state. The second section examines the basic theory of discourse structure and presents an overview of each of the components of discourse structure, and the third section analyzes two sample discourses--a written text and a fragment of task-oriented dialogue--from the perspective of the theory being developed. The fourth section investigates various processing issues that the theory raises, while the fifth and sixth sections describe the role of the discourse structure components in explaining various properties of discourse. The seventh section describes the generalization from utterance-level to discourse-level intentions, establishes certain properties of the latter, and contrasts them with the rhetorical relations of alternative theories. The final section poses research questions suggested by the theory. (FL)

ED 279 018 CS 210 316

Writing to Read Program. Final Evaluation Report. E.C.I.A. Chapter 2, 1985-1986.

District of Columbia Public Schools, Washington, DC. Div. of Quality Assurance.

PUB DATE- Aug 86
NOTE- 117p.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Computer Assisted Instruction; Evaluation Methods; Grade 1; Kindergarten Children; Primary Education; Program Development; *Program Effectiveness; *Program Evaluation; *Program Implementation; *Reading Writing Relationship; *Writing Improvement; Writing Research
IDENTIFIERS- District of Columbia Public Schools; *Writing to Read Program

During the 1985-1986 school year, the District of Columbia Public Schools (DCPS) implemented the Writing to Read program, which is designed to improve the writing, language and vocabulary development, and reading of young children. The Planning, Monitoring, and Implementing (PMI) Evaluation Model for Decision Making was used to evaluate two things: (1) whether the majority of teachers implemented the program as designed; and (2) whether the students in the program increased their writing achievement at a greater than average rate. The project involved 2,813 children in kindergarten and first grade. Teachers were interviewed about their use of the program, and student progress was assessed via the Metropolitan Achievement Test and the DCPS Writing Sample Scale. Results indicated that: (1) the majority of teachers implemented the program as designed; (2) the processes necessary for a successful program were present; (3) teacher experience in the program did not greatly affect performance outcomes; (4) students' scores showed a statistically significant increase over the scores of comparison groups on the reading and language subtests of the Metropolitan Achievement Test; (5) although first grade students' scores were significantly higher than those of the comparison group, they were not as high as might be expected given the kindergartners' achievement level; (6) the mean scores of students in the program were at higher levels than those of the comparison groups. (Appendixes comprise the bulk of the document and include workshop agendas, teacher questionnaires and results, descriptions of writing stages on which the DCPS writing scale is based, and statistical data analyzing test results.) (JD)

ED 279 032 CS 505 478

Allen, Jerry L.; And Others
Communication Competence, Anxiety, Avoidance Behaviors, and the Classroom Experiences of Nonnative English Speakers in the U.S.
PUB DATE- Nov 86
NOTE- 29p.; Paper presented at the Annual Meeting of the Speech Communication Association (72nd, Chicago, IL, November 13-16, 1986).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Behavior Patterns; *Communication Apprehension; Communication Research; *Communicative Competence (Languages); Educationally Disadvantaged; *English (Second Language); Higher Education; Interpersonal Communication; Learning Processes; Self Evaluation (Individuals); Teacher Student Relationship; Verbal Communication
IDENTIFIERS- Nonnative Speakers; *Personal Report of Communication Apprehension

A study considered whether nonnative English-speaking students are educationally handicapped in American classrooms by their communication competence (CC) and/or communication apprehension (CA). Affective, cognitive, and behavioral learning outcomes of 298 international college students' CA, immediacy (degree of perceived physical or psychological closeness between communicators), and self-reported CC were determined using two versions of the Personal Report of Communication Apprehension. Results indicated strong correlations between (1) CA in students' native language and CA in English, (2) immediacy with American students and immediacy with instructors, and (3) CA in English and self-perceptions of competency when communicating in English. Analyses revealed a modest relation between students' CA and their immediacy with Americans in general. Findings also showed that CA and immediacy are generalized by students in both their native language and English. In addition, a significant correlation was found between CA in students' native language and competency in that language, between CA in English and affect for the instructor, and between CA and behavior intent. However, CA was not significantly correlated with other affective, cognitive, and behavioral learning outcomes. Nor were competence or immediacy in English found to be significantly related to learning outcomes. (JD)

ED 279 046 CS 505 514

Friday, Robert A.; Beranek, Bernard F.

Report on a Pilot Project Which Combined Speech Communication and English Composition Instruction.

PUB DATE- 84
NOTE- 22p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *College Curriculum; College English; Core Curriculum; Course Descriptions; Curriculum Development; Drama; *Freshman Composition; Higher Education; Integrated Activities; *Integrated Curriculum; Interdisciplinary Approach; Nonfiction; Oral Interpretation; Poetry; Required Courses; Rhetoric; Short Stories; *Speech Communication; *Speech Curriculum; Speech Instruction; Teaching Methods; *Writing Instruction

In reorganizing its core curriculum, Duquesne University (Pennsylvania) created a course that combined the required freshman composition and speech communication courses. A two-term pilot course offered eight hours of credit, meeting for one hour three times a week and for a two hour lab once a week. Oral readings were assigned in order to help improve students' speech communication skills. Homework readings came from "A World of Ideas: Essential Readings for College Writers," edited by Lee A. Jacobus, and dealt with rhetorical analysis and the topics of definition, comparison, relationship, and circumstance. Writing assignments were based on

four general principles also applicable to oral presentations: (1) essays must have a clearly defined purpose, (2) effective essays are governed by an implicit inner logic that arises out of their subject and purpose, (3) effective essays use rhetorical signposts to make the inner logic explicit, and (4) the process of communication involves every aspect of the final document. The latter half of the course served as an introduction to literature, organized according to modes of expression--lyric, dramatic, and narrative--rather than by literary genre. The course successfully integrated communication and language skills, as indicated by students' essays and discussion groups. (SRT)

ED 279 059 EA 019 160

Ingelhart, Louis E.
Press Law and Press Freedom for High School Publications: Court Cases and Related Decisions Discussing Free Expression Guarantees and Limitations for High School Students and Journalists. Contributions to the Study of Mass Media and Communications, Number 6.
REPORT NO.- ISBN-0-313-25154-1
PUB DATE- 86
NOTE- 170p.
AVAILABLE FROM- Publication Sales, Greenwood Press, Inc., 88 Post Road West, Westport, CT 06881 ($29.95).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142) Legal/Legislative/Regulatory Materials (090) Books (010)

DESCRIPTORS- Censorship; Courts; *Freedom of Speech; High Schools; *Intellectual Freedom; *Journalism; *Legal Problems; Obscenity; *School Newspapers; *Student Publications
IDENTIFIERS- First Amendment; Fourteenth Amendment; Libel

According to this reference manual, the nation's courts offer public high school journalists the same constitutional protection for expression, free speech, and free press as adults. Part 1 traces the development of the First and Fourth Amendments and explains how these provisions apply to high school publications. Part 2 examines expression that can be regulated by public schools, including disruption of the school program; the time, place, and manner of distribution; and libel and obscenity. Courts generally approve stronger restrictions and regulations pertaining to high school publications than are permissible for adult or college student publications. Courts allow public school officials to request preliminary copies of high school publications and can forbid distribution of all publications posing a serious threat of danger or disruption or containing libelous or obscene material. The obscenity allowance has to do with teenagers' minority status. Part 3 covers other legal problems and constraints, including news gathering activities, confidentiality of news sources, advertizing, invasion of privacy, copyright, advisers, and printers and photographers. Part 4 offers conclusions and guidelines for students, advisers, and administrators. Included are an annotated bibliography with 22 references, an index of law cases, and a general index. (MLH)

ED 279 073 EA 019 195

Vacca, Richard S.; Evans, William J., Jr.
Torts.

PUB DATE- 87
NOTE- 29p.; In: Thomas, Stephen B., Ed. The Yearbook of School Law, 1986. National Organization on Legal Problems of Education, 1987 (EA 019 190).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
Opinions/Personal Viewpoints/Position Papers/Essays (120)
Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Court Litigation; Educational Malpractice; Elementary Secondary Education; Federal Courts; Injuries; Legal Responsibility; School Law; School Personnel; State Courts; Students; *Torts
IDENTIFIERS- Governmental Immunity; *Negligence

This fifth chapter of "The Yearbook of School Law, 1986" summarizes and analyzes state and federal court decisions handed down in 1985 involving claims of torts (civil wrongs, other than those involving breach of contract) committed by elementary or secondary educational institutions or personnel. Among the topics reviewed are claims of negligence (particularly negligence resulting in injury to students); defenses against claims of negligence (including governmental and statutory immunity); claims of educational malpractice; cases involving liability insurance and workers' compensation; and claims of defamation and of assault and battery. Other cases before the courts involve interference with contracts, products liability, and constitutional torts. (PGD)

ED 279 099 EA 019 222

Genovesi, Giovanni, Ed.
Compulsory Education: Schools, Pupils, Teachers, Programs and Methods. Conference Papers for the 8th Session of the International Standing Conference for the History of Education (Parma, Italy, September 3-6, 1986). Volume II.
Parma Univ. (Italy). Centro Italiano per la Ricerca Storico-Educativa.
PUB DATE- 86
NOTE- 198p.; For volumes 1-4, see EA 019 221-224. Best copy available.
AVAILABLE FROM- University of Parma, "Bollettino" C.I.R.S.E., School of Education, Parma, Italy ($18.00).

LANGUAGE- English; Italian
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Child Labor; *Compulsory Education; Curriculum Development; *Educational Change; Educational Facilities Design; *Educational History; Educational Policy; Elementary Secondary Education; Foreign Countries; *Government School Relationship; Hygiene; Illiteracy; *Politics of Education; School Entrance Age; Social History; Special Education; *Student School Relationship; Teacher Attitudes; Teacher Response
IDENTIFIERS- *Europe

This second of four volumes on the history of compulsory education among the nations of Europe and the western hemisphere covers schools, pupils, teachers, programs, and methods. Of the volume's 16 selections, 13 are written in English and 3 are written in Italian. Most selections contain summaries; summaries of the Italian articles are written in English. Bibliographies accompany most articles. Titles and authors are as follows: "Child Labour and Compulsory Education. Acceptance and Resistance of Belgian Working-Class Families (1880-1920)" (Bie De Graeve); "The Belgian Primary School Teacher and Compulsory Education (1830-1914)" (Franky Simon); "A Major Educational Controversy in Finland: Are Six-Year Olds Ready for School?" (Mikko Ojala); "19th Century Ideas on Compulsory Education: Who Was Compelled?" (Patricia Smart); "Scuola dell'Obbligo e Nuova Alfabetizzazione: Parlare e Scrivere dalla Scuola Media Unificata (1962) agli Anni Ottanta" (Patrizia Mazzotta); "Normal and Non-Normal Children in the Light of Compulsory Education in The Netherlands, Circa 1850-Circa 1920" (Jeroen Dekker); "The Problem of Compulsory Schooling and Universal Elementary Education in the Kingdom of Poland in the Second Half of 19th Century and the Beginning of the 20th Century" (Julian Dybiec); "School Buildings, Programmes and Methods after the Introduction of Compulsory Education in Finland (1921-1939)" (Martii T. Kuikka); "Primary School Architecture and the Retreat from Open-Plan" (Peter Cunningham); "Compulsory Schooling and the Redefinition of English Education" (Roy Lowe); "The Effects of Compulsory Education on School Architecture" (Attila Horvath); "Rapporti tra Igiene e Scuola nella Seconda Meta dell' '800 Inizi del '900. L'Igiene Pedagogica" (Maria Teresa Bassa Poropat and Diana De Rose); "L'Estensione dell'Obbligo Scholastico Fino a Quattordici Anni, in Italia, in Rapporto agli Effetti Sui Contenuti e Sui Metodi" (Franco Bochicchio); "Pedagogic Modeling and Criteria for the Construction of Public Schools in Spain at the Beginning of the Century" (Isidoro Gonzalez Gallego); "An Essay in Schooling of Illiterates in Spain (1963-1966)" (Jose Romero Delgado); and "Compulsory Education and Curriculum Expansion in the United States (1880-1940)" (William J. Reese and Ronald D. Cohen). (CJH)

ED 279 111 EC 191 366

Berg, Linda; And Others
Bringing Out Head Start Talents (BOHST). General Programming: Detective, Inventor and Judge Thinking Activities.
Illinois Univ., Urbana. Inst. for Child Behavior and Development.
SPONS. AGENCY- Administration for Children, Youth, and Families (DHHS), Washington, D.C.
PUB DATE- 85
NOTE- 141p.; For project final report, see EC 191 364; for project training materials, see EC 191 365-369. Printed on colored paper.
AVAILABLE FROM- Disabled Citizens Foundation, 1304 W. Bradley, Champaign, IL 61820 ($12.19; shipping add 10%, handling add $1.00).
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Class Activities; *Creative Thinking; *Decision Making Skills; Deduction; *Gifted; Induction; *Lesson Plans; Preschool Education; Problem Solving; Productive Thinking; *Talent
IDENTIFIERS- Bringing Out Head Start Talents; *Project Head Start

Designed for the Bringing Out Head Start Talents (BOHST) project, three sets of lesson plans focus on the development of three types of thinking processes with preschool children: (1) "detective thinking" (using clues to find the single right answer); (2) "inventor thinking" (brainstorming many answers to a single question); (3) "judge lessons" (evaluating options to make careful decisions). Each of the 3 sections contains an introduction, a model lesson, and 10 additional lesson activities. Lesson format includes a goal statement, a list of materials, detailed steps in carrying out the activity, and suggestions for follow-up lessons. Appended is a booklet containing 14 at-home activities intended to encourage creative, productive thinking from the perspective of the three types of thinking processes. (JW)

Career Development Guidelines. A Handbook for Program Planning and Review--Five Phases Focusing on Individual Student Competencies with Suggested Activities and Counselor-Team Counseling and Placement Program Strategies, for All Students 9-12.

Colorado State Community Coll. and Occupational Education System, Denver.

PUB DATE- Mar 87
NOTE- 23p.; Document is printed on colored paper.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Behavioral Objectives; *Career Counseling; *Career Development; Career Education; *Career Exploration; Career Planning; Check Lists; Counseling Services; Education Work Relationship; Guidelines; High Schools; *Job Placement; Learning Activities; Program Development; *Program Implementation; Secondary Education; Student Evaluation; Teaching Methods; Vocational Education; *Vocational Evaluation

This handbook is designed to help counselors take leadership in providing comprehensive career development activities for students in grades 9-12. The guidelines are intended as a tool for counselors to use in working with their colleagues to develop realistic and workable counseling and placement program strategies. A five-phase schema is presented for introducing, implementing, and periodically reviewing the typical phases of lifelong career development: individual assessment, career exploration, career/life planning, career (educational/occupational) preparation, and transition: educational/occupational placement. The checklist format is intended to assist program review and ongoing planning. Each phase is composed of three components. The first component, individual competencies for students, lists what students will be able to do as a result of the implementation of career development programs. The second component, program strategies, is a list of responsibilities of school staff. Space is provided to indicate date/grade implemented and by whom. The third component, suggested activities for students, is a checklist of activities in which students engage to develop the competencies listed. Appendixes include an article on the impact of the Carl Perkins Act on counselors, pertinent sections of the Colorado Accountability and Accreditation Act, and the student outcomes from the Colorado Unified State Plan. (YLB)

ED 278 845 CE 046 393

Grembowski, David

JTPA Evaluation at the State and Local Level. Volume VIII: MIS Issues in Evaluating JTPA.

Washington State Dept. of Employment Security, Olympia.
SPONS. AGENCY- International Business Machines Corp., Armonk, N.Y.; National Commission for Employment Policy (DOL), Washington, D.C.
PUB DATE- Mar 86
NOTE- 120p.; A product of the JTPA Evaluation Design Project. For related evaluation materials, see CE 046 385-392.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Computer Oriented Programs; *Computer Software; *Data Analysis; *Data Processing; Educational Legislation; Employment Programs; Evaluation Criteria; *Evaluation Methods; Federal Legislation; Local Issues; *Management Information Systems; Microcomputers; *Program Evaluation; Statewide Planning; Statistical Studies
IDENTIFIERS- *Job Training Partnership Act 1982; Service Delivery Areas

This guide is intended to assist states and service delivery areas (SDAs) in addressing the new oversight responsibilities and opportunities stipulated by the Job Training Partnership Act (JTPA) with respect to management information system (MIS) issues in evaluating JTPA programs. The first chapter discusses the general requirements of a JTPA MIS to support evaluation (communications capability, data processing flexibility, skilled staff, statistical software, and a decentralized MIS structure) and contains a supplemental data dictionary (containing participant master, service, and follow-up files and employer and subcontractor master files). The second chapter covers the following six steps in handling survey data: preparing a codebook, preparing data for entry, coding, entering data, using a computer to edit, and analyzing data. A supplement dealing with employer reports concludes the second chapter. The third chapter deals with the following aspects of using statistical software: file preparation for using statistical software, statistical software for microcomputers, and procedures for using statistical software. A supplemental demonstration of statistical software concludes the guide. (MN)

ED 278 887 CG 019 665

Neale, Anne Victoria
Parental Favoritism and Intergenerational Helping.
PUB DATE- Nov 86
NOTE- 16p.; Paper presented at the Annual Scientific Meeting of the Gerontological Society (39th, Chicago, IL, November 19-23, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Birth Order; College Students; Family Relationship;

*Helping Relationship; Higher Education; Parent Attitudes; *Parent Child Relationship; *Self Evaluation (Individuals); *Siblings; *Social Exchange Theory; *Student Attitudes
IDENTIFIERS- *Parental Favoritism

A study was conducted to examine the applicability of social comparison and social exchange theories to the family unit. One part of that study concentrated on the effect of the belief that one's parents favored or did not facor oneself over the sibling. College students (N=216) from two-child families were asked to indicate their perception of whether or not the parents favored one sibling over the other. Subjects provided information about the relationships in the two-child family, including closeness and the amount of goods, services, and esteem the parents presently give to each sibling. In addition, subjects indicated feelings of debt and obligation toward the parents and completed three personality scales. The results indicated that respondents who believed they were favored were more likely to be first-born. Favored subjects indicated a belief that they were closer to the parents than was the sibling in both absolute and relative terms. Those believing themselves to be favored were more likely to state a greater sense of obligation to the parents and to act in a way that would please the parents. They also indicated a greater likelihood of actively helping the parents in the future. These findings follow social exchange principles that the recipient of excess rewards incurs an obligation of reciprocity than can be expressed in both emotional and tangible forms. (NB)

ED 278 902 CG 019 681

Haaga, David A.

Mood State-Dependent Retention Using Identical or Non-Identical Mood Inductions at Learning and Recall.

PUB DATE- Apr 87
NOTE- 33p.; Paper presented at the Annual Meeting of the Western Psychological Association (67th, Long Beach, CA, April 23-26, 1987).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Students; Higher Education; *Learning Experience; Memory; *Recall (Psychology); *Retention (Psychology); *Word Lists
IDENTIFIERS- *Mood Induction; *State Dependent Retention

State-dependent retention (SDR) refers to the tendency to recall something more easily when in the same state as when one first learned it. The most directly relevant evidence in favor of mood SDR has confounded matching of mood at learning and recall with matching of mood induction procedure. A study was conducted to test directly whether the use of identical mood induction procedures can account for prior evidence of mood SDR. College students (N=157) participated in a two (same versus different mood at learning and free recall of neutral words) by two (same versus different type of mood induction at learning and recall) experiment. The results revealed that recall did not significantly differ among the groups. Subjects did not recall more if in the same mood at learning and recall, and the extent to which mood ratings differed between learning and recall did not relate to recall. Subjects receiving the same type of mood induction procedure both times also failed to show superior recall. Use of neutral material might have precluded finding effects of mood on memory, but neutral material is optimal for separating mood SDR from mood-congruent retrieval. (Author/NB)

ED 278 945 CS 008 653

Ediger, Marlow
The Basics in the Reading Curriculum (A Collection of Essays).
PUB DATE- 82
NOTE- 31p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)

Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Basal Reading; Basic Skills; Content Area Reading; *Curriculum Development; Elementary Secondary Education; Instructional Effectiveness; Phonics; *Reading; Reading Achievement; *Reading Comprehension; *Reading Instruction; Reading Strategies; Teacher Guidance; Theory Practice Relationship

A compendium of reading instructional practices from approximately 1950 through 1970, this compilation of essays supplies a theoretical background of the reading discipline for elementary and secondary school reading instructors. The five articles deal with different aspects of the reading curriculum. "The Basics in the Reading Curriculum" describes the diverse methods used to teach reading, while "Basal Readers, the Pupil, and the Curriculum" discusses some of the strengths and weaknesses inherent in the classroom use of basal readers. "Issues in Designing the Reading Curriculum" examines concepts such as scope and sequence, as well as issues such as deductive versus inductive learning. "Reading in the Content Areas" argues for interesting, meaningful, and purposeful reading material regardless of curriculum area. "Evaluating Progress in Reading" explores evaluation techniques that reading teachers can use to measure student progress, and concludes that reading comprehension appraisal procedures should motivate students to read content which guides each to achieve optimal development in this curriculum area. (NKA)

Pawelski, Christine E., Ed.
Educational Transitions into the Community: Guidebook.
Connecticut Inst. for the Blind, Hartford.
SPONS. AGENCY- Connecticut State Dept. of Education, Hartford.
PUB DATE- Aug 86

NOTE- 219p.; Contains photographs that will not reproduce clearly.
LANGUAGE- English
EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Adaptive Behavior (of Disabled); Behavioral Objectives; Behavior Modification; Class Organization; *Daily Living Skills; Educational Environment; Inservice Teacher Education; Interdisciplinary Approach; *Multiple Disabilities; *Normalization (Handicapped); Prompting; *Rehabilitation; Secondary Education; *Severe Disabilities; Social Adjustment; Task Analysis; *Transitional Programs
IDENTIFIERS- Connecticut

Designed for small-group inservice training at a Connecticut state school, the working manual offers a philosophical framework and a collection of practical ideas and techniques for educators working with severely disabled, multihandicapped persons toward the ultimate goal of community integration. Chapters have the following titles and emphases: (1) "Philosophical Considerations" focusing on development of functional skills in normalized settings; (2) "Transdisciplinary Focus" (including roles and responsibilities of transdisciplinary team members); (3) "Ecological Inventories" (identifying domains, environments, subenvironments, activities, and skills); (4) "Standard Operating Procedures" (natural learning environments, organizing student information in notebooks, classroom calendars, communication with parents and professionals, schedules, personalization of the environment); (5) "Instructional Components" (writing functional objectives; task analysis, shaping, prompting, fading, behavior management issues); and (6) "Model Program." The final chapter, "Testing Your Knowledge," consists of questions reviewing the concepts and procedures described in the manual. Four appendices, comprising nearly one-third of the document, include definitions of terms, a listing of 12 prerequisite readings and 23 additional references, and 20 sample forms. (JW)

ED 279 151 FL 016 174

Andersson, Erik; Ostman, Jan-Ola
Computer Processing of Swedish Syntactic Data. Some Preliminaries and Tentative Results.
PUB DATE- 78
NOTE- 39p.; In: Andersson, Erik, Ed. Working Papers on Computer Processing of Syntactic Data. Abo, Research Institute of the Abo Akademi Foundation, 1978. p73-108.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Classification; Comparative Analysis; *Computational Linguistics; *Data Processing; Deep Structure; English; Finnish; Form Classes (Languages); Phrase Structure; Research Methodology; Sentence Structure; Structural Analysis (Linguistics); Surface Structure; *Swedish; *Syntax; Uncommonly Taught Languages

The encoding of Swedish syntactic information in a study of linguistic data processing is described in detail. The choice of syntactic variables and classification criteria, illustrated with examples, is also discussed. In addition, uses of the coding for contrasting languages, as in this study's comparison of Swedish, Finnish, and English word order, are explored. The coding key consists of 64 variables corresponding to syntactic or semantic properties of a clause. Each clause in the corpus is classified in a subcategory of one of the variables. The variables are divided into four groups: those identifying the clauses, those specifying some syntactic properties of the entire clause or its context, those classifying the clause constituents (verb, subject, object, complement, initial adverbial, adverbial in the central field, non-final adverbial in the end field, and final adverbial in the end field), and those specifying what transformations have been applied to the clause and what constituents they have affected. (MSE)

ED 278 832 CE 046 380

Rosenfeld, Stuart A.
The Education of the Renaissance Technician. Postsecondary Vocational-Technical Education in the South.
Southern Growth Policies Board, Research Triangle Park, N.C.
PUB DATE- 86
NOTE- 28p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
Reports - Descriptive (Program/Project Descriptions) (141)
Collected Works - Serials (022)
DESCRIPTORS- *College Programs; *Educational Needs; *Futures (of Society); *Models; *Paraprofessional Personnel; Technical Education; *Technical Occupations; Technological Advancement; Two Year Colleges; Vocational Education
IDENTIFIERS- Chattanooga State Technical Community College TN; Oklahoma State University; Piedmont Technical College SC; Stanly Technical College NC; *United States (South)

The key to the survival of manufacturing industries in the South is the ability to innovate. Most of the responsibility for innovation rests on the technical skills of the labor force--not only the scientists and engineers who design the technologies but also the employees who ultimately will have to work with and understand the new technologies. In order to acquire these skills, potential technicians need schooling beyond high school. The South's two-year postsecondary institutions are in an enviable position. These schools are among the best in the nation and are in the position to teach not only technical skills but also the critical thinking and problem-solving skills that will be needed by the "Renaissance" technician of the future who needs to keep up with ever-changing technology. Four programs are models of the innovation and excellence that are needed by technical schools. These exemplary programs are (1) the Robotics Resource Center, Piedmont Technical College, Greenwood, South Carolina; (2) the Noble Center for Advancing Technology, Oklahoma State University, Technical Branch, Okmulgee, Oklahoma; (3) the program in biomedical equipment technology at Stanly Technical College, Albemarle, North Carolina; and (4) the Center for Productivity, Innovation, and Technology, Chattanooga State Technical Community College, Chattanooga, Tennessee. These programs represent the best of a certain type of technical education. Yet, there are still nagging questions related to goals, enrollment patterns and access, ability to measure and assess programs, and links to secondary vocational education. Planning to address these problems is needed to clarify and strengthen the two-year colleges in their role of preparing workers for the future. (KC)

ED 278 932 CG 019 712

Mizell, M. Hayes
The Identification of School Districts Which Need to Take Extraordinary Initiatives to Prevent the Potential for Increased Dropouts Following the Administration of the 1988 "Exit Exam."
South Carolina State Board for Technical and Comprehensive Education, Columbia.

PUB DATE- Jan 87
NOTE- 9p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Achievement Tests; *Dropout Prevention; *Dropout Programs; *Dropouts; *Graduation Requirements; *High Schools; Secondary Education; Secondary School Students; *Test Use
IDENTIFIERS- *South Carolina

In the spring of 1988 the South Carolina exit examination will be administered for the first time to determine if tenth-grade students will receive a regular diploma when they graduate from high school. School districts will be required by the Education Improvement Act to provide remediation to students who do not pass the exit examination, and these students will have three additional opportunities to take and pass the test. Concern exists that failing the test, particularly on the second administration, may serve as a disincentive for continued school attendance. School districts with relatively high dropout rates can act now to reduce their potential for increased dropouts following the exit examination. Districts can employ the following strategies: (1) self-assessment of school-based factors contributing to students' dropping out; (2) identification of students not likely to pass the test; (3) identification of demographic characteristics common to dropouts followed by development of appropriate outreach activities; (4) provision of remediation in skills the examination will test; (5) delivery of more frequent performance feedback to students and parents; (6) assignment of teachers and counselors to give special attention to those students at risk of failing the examination or of dropping out; and (7) development of a plan to keep students in school who do not pass the examination. (A chart identifying South Carolina school districts which need to take extraordinary initiatives to prevent the potential of increased dropouts following the exit examination is included.) (ABL)

ED 278 988 CS 210 171

Karolides, Nicholas J., Ed.
Literature/Three Views of Women.
Wisconsin Council of Teachers of English.
PUB DATE- Apr 81
NOTE- 28p.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Serials (022) Opinions/Personal Viewpoints/Position Papers/Essays (120) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Authors; Book Reviews; *Characterization; Elementary Secondary Education; *Females; Higher Education; Literary Criticism; *Literature Appreciation; *Social Attitudes; Teaching Methods; Writing Instruction

The articles in this journal issue explore the use of literature in instruction and, particularly, the characterization of women in literature. The titles of the articles and their authors are as follows: (1) "George Orwell and the Politics of Misogyny" (Robert Keith Miller); (2) "Women and Huckleberry Finn: A Literary Criticism" (Linda Roehrig Knapp); (3) "Hester: A View of Strength" (Anne Chaffee White); (4) "Form and Substance: Teaching the Short Story" (Ann O. Gebhard); (5) "Using Literature to Teach Expository Writing" (Sister Mary C. Krauss); (6) "Talking Reading" (Fred Barton); and (7) "Thematic Overtones in 'Heart of Darkness'" (Rita Rathburn). Reviews of selected books for children, adolescents, and teachers are included. (HTH)

ED 279 005 CS 210 285

The 1987 Invitation to Submit for Adoption in California Basic Instructional Materials in the Areas of English/Language Arts.
California State Dept. of Education, Sacramento.
PUB DATE- 86
NOTE- 105p.
AVAILABLE FROM- Publications Sales, California State Department of Education, P.O. Box 271, Sacramento, CA 95802-0271.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Elementary Education; *English Curriculum; *Instructional Material Evaluation; *Instructional Materials; *Language Arts; Material Development; Media Selection; *Textbook Selection; Writing for Publication
IDENTIFIERS- *California; *Invitation to Submit Materials

Designed for publishers and producers, this document initiates the annual subject area(s) adoption of basic instructional materials for California schools, kindergarten through eighth grade. The document presents an overview of the total instructional materials adoption-distribution process, specific instructions relating to initial submissions and the English/language arts program, and discusses, in six sections, the schedule of significant events for the 1987 adoption. Respectively, sections address the adoption process, contain information on instructional materials funding, detail the ordering and distribution process, outline special approvals, discuss requests for additional information, and address abbreviations and acronyms. Attachments comprise the bulk of the document and include (1) the currently scheduled subject framework/adoption cycle; (2) applicable "Education Code" provisions; (3) instruction and sample copies for completing form CFTD-2; (4) requirements for International Standard Book Number (ISBN); (5) instructions for completing program descriptions; (6) textbook and instructional materials standards for listening, speaking, reading, and writing; (7) a sample copy of standard agreement (contract) between the State Board of Education and the publisher; (8) sample copies of "Statement of Publisher Submitting Books for Adoption" and "Price Quotation on Instructional Materials"; (9) payment approval process and procedures; and (10) standards for evaluation of instructional materials with respect to social content. (JD)

ED 279 047 CS 505 515

Ellingsworth, Huber W.; Rosario-Braid, Florangel Z.

Organizational Communication Styles of Filipino and Malaysian Administrators: A Comparative Report.

PUB DATE- Nov 86
NOTE- 22p.; Paper presented at the Annual Meeting of the Speech Communication Association (72nd, Chicago, IL, November 13-16, 1986). Contains small print.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Administration; Administrator Attitudes; *Communication Research; Comparative Analysis; Decision Making; Employer Employee Relationship; Foreign Countries; Group Dynamics; *Information Systems; *Interpersonal Communication; *Organizational Communication; Speech Communication
IDENTIFIERS- Communication Styles; *Filipinos; *Malaysians

A study compared the communication styles of Filipino and Malaysian administrators of public and private organizations devoted to information, education, and communication about family planning and population control. Sixty-nine administrators were interviewed in the two countries. Results indicated that there was no overall preference for either interpersonal or interposed methods. Responses by country indicated that sharing correspondence is ranked highest in the Philippines, whereas Malaysians most prefer a two-person conference. Malaysians also ranked group discussion low and written reports high, both indicative of their more formalized milieu. In both countries, memos and the telephone were valued little as methods of communication. Results also indicated that

initiation of communication is an index of relative power and authority in a formal organization. Concerning relative proportion of time spent in sending and receiving orders and information, both Filipinos and Malaysians indicated that they send more than they receive. The biggest difference between countries was off-the-job social contact with work associates. Of Malaysians, 92% have frequent non-work contact with peers, 67% see subordinates frequently, and 42% see supervisors frequently. Comparable figures for Filipinos were 33%, 33%, and 20%, respectively. In general, effective communication was observed within the organizations studied in both countries. (Tables of data are appended.) (SRT)

ED 279 074 EA 019 196

Goldblatt, Steven M.
Business.
PUB DATE- 87
NOTE- 22p.; In: Thomas, Stephen B., Ed. The Yearbook of School Law, 1986. National Organization on Legal Problems of Education, 1987 (EA 019 190).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
Opinions/Personal Viewpoints/Position Papers/Essays (120)
Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Board Candidates; Board of Education Role; *Boards of Education; *Court Litigation; *Educational Facilities; Elementary Secondary Education; Federal Courts; Governance; Higher Education; Injuries; Meetings; Property Taxes; Real Estate; School Closing; School Construction; School Desegregation; *School Law; School Maintenance; State Courts; Student Transportation
IDENTIFIERS- Governmental Immunity

This sixth chapter of "The Yearbook of School Law, 1986" identifie 354 state and federal court decisions handed down in 1985 affecting local district boards of education or the property of institutions of elementary, secondary, and higher education. Topics involve the relative power of school boards of education and state officials; school board meetings, elections, and recall; and student transportation. Cases concerning real property dealt, in 1985, with the boundaries of school property, annexation, eminent domain, zoning, development, roads, property taxes, property sales and leases, and utilities. Building design and construction cases involved bonds, funding, competitive bidding, prevailing wages, roofs, asbestos, design and performance, architect fees, contractor claims, and arbitration. Facility maintenance, operation, and use cases touched on the use of facilities and on personal injuries and property crimes as well. Other cases affecting public school district business related to school desegregation and school closures. The chapter also cites higher education business cases that dealt with state agencies, board authority, desegregation, real property, building design and construction, and facility operation. (PGD)

ED 279 087 EA 019 210

Jansen, Jonathan D.
Curriculum: Context, Conflict and Change in Black South African Education.
PUB DATE- Mar 87
NOTE- 20p.; Paper presented at the Annual Meeting of the Comparative and International Education Society (31st, Washington, DC, March 12-15, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Black Education; Cultural Context; Culture Conflict; *Curriculum Development; Curriculum Problems; Educational Change; Educational Environment; Educational Policy; Elementary Secondary Education; Equal Education; Foreign Countries; Futures (of Society); Government School Relationship; Hidden Curriculum; Ideology; *Politics of Education; *Racial Discrimination; Social Theories; Sociocultural Patterns; Student Needs; *Student School Relationship
IDENTIFIERS- South Africa

This curriculum analysis of black South African education considers conflict and change in historical, contemporary, and postapartheid contexts. Part 1, "The Historical Context," interprets curriculum evolution, beginning with the evangelical curriculum for slaves in 1658 and concluding with formalization of racism in the apartheid policy of 1948, which aligned curriculum content with ideological interests. Institutionalization of the black curriculum challenges a postapartheid design. Apartheid ideology is embedded in textbooks' assumptive meanings, educational inequality neutralizes empowerment, and racism blocks the social and economic mobility of educated blacks. "The Contemporary Context," part 2, argues that a curriculum conflict dialectic is operative. The functions of schooling--cultural and economic reproduction, legitimation, and socialization--are not realized in curricula. Resistance and conflict are treated in the curriculum with distortion, deemphasis, and devaluation; conflict is portrayed as being interethnic in nature. Curricular objectives contradict experiential realities of black students. After the Soweto uprising a search for alternative curriculum methods began. Part 3, "The Postapartheid Context," enumerates implications for curricular change, including the following: (1) curriculum change should take cognizance of currently embedded curricular forms, meanings, and assumptions; (2) "shared meaning" between curriculum developers and users should determine change; and (3) change should be ideologically and contextually responsive. A consensus approach in a postcolonial context will affirm the approaching postapartheid dispensation. Three pages of references are appended. (CJH)

ED 279 125 EC 191 746

Heal, Laird W.; And Others
Meta-Analysis Evaluation Group: First Annual Monograph.
Illinois Univ., Champaign. Secondary Transition Intervention Effectiveness Inst.
SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC.
PUB DATE- 86
NOTE- 108p.; For related documents, see EC 191 736-745.
CONTRACT- 300-85-0160
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Case Studies; *Disabilities; *Education Work Relationship; *Job Placement; *Meta Analysis; Program Evaluation; Research Methodology; Secondary Education; *Success; *Transitional Programs
IDENTIFIERS- *Office Special Educ Rehabilitative Services

Part of a series, this preliminary report is on a meta-analysis study of successful and unsuccessful transition of handicapped youth from secondary education to postsecondary settings. The study had four major objectives: (1) to review annual progress reports of federally funded (Office of Special Education and Rehabilitation) transition projects, (2) to review pertinent literature, (3) to perform meta-analysis by project groups, and (4) to analyze case studies of successful and unsuccessful job placements. The literature review noted a lack of control groups in studies on vocational placement of handicapped youth. The funded projects were analyzed and grouped based on the Proposal Classification Form which considered such features as agency type, project objectives, and student age and type as well as the Project Characteristics Questionnaire which provided information on agency type, student classification, and training and placement practices. The initial review of 56 annual progress reports from the projects found that only 42% of the projects listed objectives of the original proposal in their progress reports and few had met many of their objectives. Finally, no clear trends were observable in the comparison of five pairs of successful and unsuccessful student placements. (DB)

ED 278 779 CE 045 402

Corfield, Tony
Safety and the Supervisor. A Safe System of Work. Members' Occasional Papers.
Institute of Supervisory Management, Lichfield (England).
PUB DATE- 86
NOTE- 9p.
AVAILABLE FROM- Institute of Supervisory Management, 22 Bore Street, Lichfield, Staffordshire WS13 6LP, England.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Employer Employee Relationship; *Employment Practices; Foreign Countries; *Labor Legislation; Legal Responsibility; *Occupational Safety and Health; Safety; Supervisors; *Supervisory Methods; *Systems Approach; Work Environment
IDENTIFIERS- *Great Britain; Health and Safety at Work Act 1974 (England)

In 1981 four supervisors at a chemical company in Great Britain were each fined 100 pounds under the country's 1974 Health and Safety at Work Act after a fifth supervisor was injured because of a faulty interlock guard. The supervisors were convicted because they had all known about but had done nothing to rectify the potential safety hazard. The incident underscores supervisors' legally mandated responsibilities for maintaining a safe system at work. When safety at work is viewed in terms of a unitary system it becomes clear that all managers, especially those having direct contact with employees, have safety responsibilities. Recent health and safety legislation in Britain seems to underline the need to give a wider meaning to the concept of a safe system at work. Besides being expected to ensure that all functional elements at their work site are safe, employers are expected to guarentee safe development of the work process in all stages and an efficient system of safety controls. The total safety system should consist of the following five stages: design and planning, construction, work operation, a monitoring system, and procedures for dealing with an emergency. The issue of the individual supervisor's legal responsibility for creating and maintaining a safe system of work is partly dependent on what the law affirms and partly upon the supervisor's contract of employment. Depending on the type of contract involved, there are two sections of the 1974 safety act that may divert some or all of the responsibility for safety from employers to their supervisors. The law also provides some protection for supervisors, but their getting justice depends on their vigilance and understanding of their rights and responsibilities. (MN)

ED 278 790 CE 046 258

Agriculture in Georgia Classrooms: Kindergarten through Second Grade.

PUB DATE- 87
NOTE- 177p.; Document printed in colored ink. Photographs may not reproduce clearly.
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Agricultural Production; Agriculture; Behavioral Objectives; *Environmental Education; *Global Approach; Grade 1; Grade 2; Kindergarten; Learning Activities; Lesson Plans; *Natural Resources; Pretests Posttests; Primary Education; *Vocational Education
IDENTIFIERS- *Georgia

This curriculum resource guide is intended to assist K-2 teachers in Georgia in using updated agriculture content for teaching basic information about the importance of agriculture. The materials included have been selected to reinforce the following points: that the agricultural system is historically significant, basic to human needs, interdependent with the environment, and interrelated with all other segments of society; that the system requires continual access to resources; and that agricultural production and distribution are globally interdependent. The materials are presented in an instructional unit format that includes instructional objectives, background information, appropriate resources, and primary as well as follow-up activities, and that makes lavish use of line drawings, map outlines, photographs, and other illustrative material. Gains in student knowledge may be measured by a pretest/posttest based on the factual information presented in the guide; a test for the K level and a test for grades 1-2 follow the lessons. A glossary and bibliography of materials for use with students in grades K-2 are also included. (MN)

ED 278 818 CE 046 339

Millican, Julie E.

The Determination of the Relationship between Academic Achievement in Nursing Courses and Success on the Registered Nurse Licensure Examination.

PUB DATE- Dec 86
NOTE- 104p.; Doctoral research project, Nova University.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042)
DESCRIPTORS- *Academic Achievement; *Academic Failure; Associate Degrees; Educational Research; *Licensing Examinations (Professions); *Nurses; *Nursing Education; Postsecondary Education; Scores; *Success; Two Year Colleges

The objective of a study was to determine if academic achievement in nursing courses could be used to predict success on the National Council Licensure Examination for Registered Nurses (NCLEX-RN). It investigated the relationship between NCLEX outcomes and academic achievement in theory and clinical courses and the relationship between NCLEX outcomes and course repeats in nursing school. The study also identified if any particular nursing course was predictive of NCLEX outcomes. Independent variables were nursing theory and clinical grade point averages (GPAs) and the number of repeated theory and clinical courses; the dependent variable was success or failure on the NCLEX. The population included all generic associated degree nursing program students (N=254) who graduated from Miami-Dade Community College (Florida) from Fall 1983 to Fall 1985. Chi-square analysis proved significant differences between the success and failure groups on the NCLEX for the variables of nursing theory GPA, nursing clinical GPA, no repeats in nursing theory, and three or more repeats in nursing theory. The Pearson correlation coefficient tests revealed that the independent variables in the nursing program that may have influenced student success on the NCLEX were GPA in theory, GPA in clinical, no repeats in theory, and repeating theory three or more times. (YLB)

ED 278 859 CE 046 419

Christmas Tree Production and Marketing. Instructional Materials Developed for Iowa Teachers of Vocational Agriculture.

Iowa State Univ. of Science and Technology, Ames. Dept. of Agricultural Education.

SPONS. AGENCY- Iowa State Dept. of Public Instruction, Des Moines. Div. of Career Education.

PUB DATE- Jun 86

NOTE- 54p.; For related documents, see CE 046 420-421.

LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- *Agricultural Education; Behavioral Objectives; *Forestry; *Horticulture; Instructional Materials; Learning Activities; *Marketing; Postsecondary Education; Secondary Education; Transparencies; *Trees; *Vocational Education

IDENTIFIERS- *Christmas Trees

Instructional materials are provided for a unit dealing with Christmas tree production and marketing. Unit objectives and a list of visual masters appear first. Content is arranged by four topics: introduction, starting a Christmas tree plantation, maintaining the plantation, and marketing Christmas trees. For each topic, objectives, an introduction, interest approach, teaching procedure(s), and list of activities are presented. Extra suggested activities and a listing of suggested references are included. Other contents include the technical information to be read in conjunction with the topics (with references and study questions) and transparency masters. (YLB)

ED 278 874 CG 019 652

Wheeler, R. Wade; And Others
Relationship between Sexual Harassment, Initiator Attractiveness, and Pro-Feminist Attitudes.
PUB DATE- Apr 86
NOTE- 13p.; Paper presented at the Annual Convention of the Southwestern Psychological Association (32nd, Fort Worth, TX, April 17-19, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- College Students; *Feminism; Higher Education; Interpersonal Attraction; Physical Characteristics; *Sex Bias; *Sex Differences; *Sexual Harassment; *Student Attitudes
IDENTIFIERS- *Physical Attractiveness

Research has shown that physically attractive people in this culture are treated more favorably than are unattractive people. If this is so, acts of sexual harassment perpetrated by attractive males might be viewed less harshly than the same acts perpetrated by unattractive males. A study was conducted to examine the relationshp between evaluations of sexual harassment and various levels of initiator attractiveness, and the role of pro-feminist attitudes on such evaluations. College students (N=151), divided into three groups, rated the degree of offensiveness of 22 acts of sexual harassment. Group I received a photocopy of an "attractive" male perpetrator, group II received a photocopy of an "unattractive" male perpetrator, and group III received no photocopy. All subjects completed a questionnaire on womanhood to determine pro-feminist and sexist views. Ratings were found to differ from male to female subjects, with females being less tolerant of sexual harassment. Pro-feminist attitudes were found to exert a greater influence than perpetrator attractiveness on offensiveness ratings. Pro-feminist males were consistently less tolerant of sexual harassment than were sexist males. The pattern for females was more complicated. (NB)

ED 278 918 CG 019 697

Drug Abuse in the Workplace. Hearing before the Select Committee on Narcotics Abuse and Control. House of Representatives, Ninety-Ninth Congress, Second Session (May 7, 1986).

Congress of the U.S., Washington, DC. House Select Committee on Narcotics Abuse and Control.

REPORT NO.- SCNAC-99-2-10
PUB DATE- 87
NOTE- 244p.
AVAILABLE FROM- Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402.
LANGUAGE- English
EDRS Price - MF01/PC10 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Drug Abuse; *Employee Assistance Programs; *Employment Problems; Hearings; Mental Health Programs; *Personnel Policy; Problem Solving; Work Environment

IDENTIFIERS- Congress 99th

This document contains witness testimonies and prepared statements from the Congressional hearing called to examine drug abuse in the workplace, how the public and private sectors are dealing with this problem, and the issue of urine testing. Opening statements are included from Representatives Charles Rangel, Benjamin Gilman, Frank Guarini Mel Levine, E. Clay Shaw, Jr., Lawrence Smith, Michael Oxley, and John Conyers. Witnesses providing testimony include: (1) Peter Ueberroth, commissioner of baseball; (2) Charles Schuster, director, National Institute on Drug Abuse; (3) E. A. Weihenmayer, president, Wall Street Personnel Directors Association; (4) Peter Bensinger, corporate drug abuse consultant; (5) John Riley, administrator, Federal Railroad Administration; (6) James Taylor, director, Office of Inspection and Enforcement, Nuclear Regulatory Commission; (7) Charles Weithoner, associate administrator, Federal Aviation Administration; (8) Carmen Thorne, manager, medical testing and employee assistance, Washington Metropolitan Transit Authority; (9) Robert Angarola, attorney; (10) Paul Samuels, Legal Action Center, New York; (10) Douglas Rollins, director, Center for Human Toxicology, University of Utah; (11) James Mahoney, director, Employee Assistance Program, Philadelphia Council, American Federation of Labor Congress of Industrial Organizations, and (12) Rear Admiral Paul Mulloy, United States Navy, retired. Prepared statements and submissions for the record are included. (NB)

ED 278 946 CS 008 656

Meyer, Linda A.; And Others
Are First Grade Basal Reading Programs Really All That Much Alike? An Analysis of the Labyrinth of Instructional Approaches to Decoding, Comprehension, and Story Text Comprehensibility in Four Programs. Technical Report No. 385.
Bolt, Beranek and Newman, Inc., Cambridge, Mass.; Illinois Univ., Urbana. Center for the Study of Reading.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- May 86
NOTE- 71p.; The appended figures use small print.
CONTRACT- 400-81-0030
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Basal Reading; Content Analysis; Context Clues;

*Decoding (Reading); Grade 1; Instructional Materials; Phoneme Grapheme Correspondence; Primary Education; Reader Text Relationship; *Reading Comprehension; *Reading Instruction; *Reading Programs; *Reading Research; Textbook Content; Textbooks; Theory Practice Relationship

A study was conducted to examine the instructional approaches to decoding and comprehension in the first grade basal reading programs published by Harcourt, Brace, Jovanovich (1983); Houghton Mifflin (1979); Ginn (1976); and SRA Reading Mastery (1983). In addition, analyses were completed on the comprehensibility of matched stories from each of the programs. Results indicated that with the exception of consonant sound instruction and text-tied comprehension interactions, the programs varied considerably. In terms of the decoding aspects of the programs, the findings showed discontinuity between levels within programs, variance in the emphasis on vowels, differences in the percent of words actually read using skills taught in the analytic and phonics programs, and striking differences between these analytic and synthetic phonics programs. Analysis of the comprehension aspects revealed that all programs had a high text-tied emphasis, that is, they focused students' attention on text as a source of answers for questions, and all included ever-increasing numbers of background knowledge questions. The study concludes that while one program does a comprehensive job in one area, another does a better job in another area; therefore, educators should try to find the series that best matches their specific needs. (Extensive tables of data are appended, as well as three pages of references and five figures giving samples from basal reading.) (FL)

ED 278 960 CS 008 693

Winograd, Peter; Osborn, Jean
Textbook Adoption in Kentucky. Reading Education Report No. 64.
Bolt, Beranek and Newman, Inc., Cambridge, Mass.; Illinois Univ., Urbana. Center for the Study of Reading.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Mar 86
NOTE- 31p.
CONTRACT- 400-81-0030
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Advisory Committees; Basal Reading; Elementary Education; *Evaluation Criteria; Feedback; Reader Text Relationship; Reading Comprehension; *Reading Instruction; *Reading Materials; Reading Processes; Reading Programs; Reading Skills; Teacher Attitudes; *Textbook Evaluation; *Textbook Selection
IDENTIFIERS- Evaluation Standards; *Kentucky State Department of Education; *State Level Textbook Adoption

Kentucky is one of twenty-four states that rely upon a state adoption process for selecting school textbooks, a procedure that occurs every six years. Publishers' bids are solicited and evaluated by the State Textbook Commission, and the Textbook Selection Criteria Committee for Reading makes recommendations that will be of help to people selecting reading programs. At issue in 1983 was how to develop a set of criteria that would incorporate current information from reading comprehension research, but that would not exclude essentially all of the programs currently on the market. Teachers wanted a guide that would help them select a published reading program that focused on the objectives for which they were to be held accountable. One political consideration that had an immediate impact on the textbook adoption process was that the Kentucky legislature did not appropriate sufficient funds for purchase of all the textbooks approved. Results of a local school district survey showed that many districts were pleased with this development, since they were content with the reading programs they were using and expressed relief that they would not have to undergo the disruptive one- to two-year period of adjustment associated with learning how to implement a new basal program. (Appendix includes guides for evaluating basal reading series.) (NKA)

ED 279 060 EA 019 170

Johnston, Christine; And Others

The Effects of Training in Transactional Analysis on Supervisory Interpersonal Communication.

PUB DATE- Apr 86
NOTE- 29p.; Paper presented at the Annual Meeting of the American Educational Research Association (67th, San Francisco, CA, April 16-20, 1986).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Cognitive Processes; *Conferences; Educational Administration; Graduate Students; Higher Education; *Interpersonal Communication; Problem Solving; *Supervision; *Supervisory Training; Teacher Education; Teachers; *Transactional Analysis
IDENTIFIERS- Glassboro State College NJ

The objective of this study was to examine whether training prospective supervisors in transactional analysis (TA) would affect their verbal interaction in supervisory conferences in comparison to a group of untrained prospective supervisors. The hypothesis was that supervisory students trained in TA would use more productive transactions in their interpersonal communication than would those who were not trained. A nonequivalent control group design involved a sample of 52 graduate students (all of whom were teachers) enrolled in introductory supervision classes. The experimental group received 16 weeks of training in TA communications skills. Supervisory tape simulations were used to gather verbal responses from both groups. Findings showed a significant difference between the productive response means of the experimental and control groups. TA training for instructional supervisors resulted in supervisors giving systematic, productive attention to interpersonal communication during a supervisory conference. The study has produced training materials for future use, and the validation of the study's methodology provides impetus for further studies. Knowledge gained from this study might be applied to teacher training programs as well as supervisory instruction. Appended are 15 references, 1 figure, and 4 tables. Appendices also include descriptions of the six transactional analysis ego states and a glossary of TA identifiers. (IW)

ED 279 112 EC 191 367

Berg, Linda; Patten, Margaret
Bringout Out Head Start Talents (BOHST). Talent Activities for the Home.
Illinois Univ., Urbana. Inst. for Child Behavior and Development.
SPONS. AGENCY- Administration for Children, Youth, and Families (DHHS), Washington, D.C.
PUB DATE- 85
NOTE- 124p.; For project final report, see EC 191 364; for project training materials, see EC 191 365-369. Printed on colored paper.
AVAILABLE FROM- Disabled Citizens Foundation, 1304 W. Bradley, Champaign, IL 61820 ($8.10; shipping add 10%, handling add $1.00).
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Art Activities; Beginning Reading; Creative Development; *Enrichment Activities; *Gifted; Leadership; Music Activities; Number Concepts; Parent Child Relationship; Parent Participation; Preschool Education; Psychomotor Skills; Science Activities; *Skil Development; *Talent; *Talent Development
IDENTIFIERS- Bringing Out Head Start Talents; *Project Head Start

Designed for use by parents of preschoolers participating in the

Bringing Out Head Start Talents (BOHST) project, nine booklets present home activities intended to fit into the parent's and child's normal routines. Each booklet addresses a separate talent area: intellectual, creativity, leadership, art, music, reading, math, science, and psychomotor talents. An introduction describes the meaning of the particular talent and how the parent can help develop it, followed by six specific activities and concluding with three sections which list ways to make the most of the child's talent, places to go to spark the child's interest, and questions to ask that focus on the particular event. (JW)

ED 278 888 CG 019 666

Hartman, Rhona C.
High School to College: Advising Disabled Students for Success.
PUB DATE- Oct 86
NOTE- 8p.; Paper presented at the Annual Meeting of the National Association of College Admissions Counselors (42nd, Washington, DC, October 5-8, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Accessibility (for Disabled); *Access to Education; Admissions Officers; College Bound Students; *College Choice; *Counselor Role; Disabilities; Higher Education; High Schools; *High School Students; Nontraditional Students; Postsecondary Education; School Counselors; *Student Needs
IDENTIFIERS- Project HEATH

As opportunities expand for postsecondary education, career options, and life choices for people with disabilities, those who counsel and advise students with disabilities must become aware of the facts. Increasing numbers of students with disabilities are pursuing education after high school. One study reports a threefold increase in the incidence of college freshmen with disabilities between 1978 and 1985. Anecdotal data suggest that this estimate is low. Legislation in the 1970s led to dramatic changes in physical, programmatic, and attitudinal access on American campuses; increasing numbers and types of schools now accept and accommodate students with disabilities. It is, however, the responsibility of the disabled student to request adaptations and to manage the necessary accommodations. Counselors have a role to play in helping disabled students and their parents to learn how to take this responsibility and be effective self-advocates. Project HEATH (Higher Education and the Handicapped) has a resource center which serves as an information exchange about education and training opportunities after high school for persons with disabilities. Project HEATH offers publications to help counselors advise students with disabilities in the areas of financial aid, vocational rehabilitation services, classroom access, testing, and opportunities for persons with specific disabilities. Expanding opportunities allow counselors and students with disabilities to put their disabilities in perspective when selecting a college. (NB)

ED 278 903 CG 019 682

Shoemaker, Sally B.
Reasons Why the Technical Vocabulary of College Admissions Should Be Taught to Parents and Students Beginning in Elementary School.

PUB DATE- 6 Oct 86
NOTE- 47p.; Paper presented at the Annual National Association of College Admission Counselors (42nd, Washington, DC, October 5-8, 1986).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Admissions Counseling; *College Admission; College Bound Students; College Preparation; Decision Making; Elementary Secondary Education; Higher Education; *Parent Participation; *School Counselors; *Student Needs; *Test Interpretation; *Vocabulary Development

This paper addresses the problem of secondary school students who have difficulties in making early educational decisions which influence their college plans. The need to teach the vocabulary of college admissions to both parents and students, beginning in the elementary school, is emphasized. It is noted that the technical vocabulary of standardized testing used in parent conferences and in presentations and written material to parents may not be understood by the parents. Examples from college admissions materials and standardized test materials are used to illustrate the technicality of the language used. Vocabulary used in the college admissions process is presented as a technical vocabulary not taught in the classroom. The paper asserts that knowledge of this vocabulary would: (1) enable parents and students to make decisions early in the child's education; (2) allow students to face less pressure and receive more parent support; and (3) prepare parents and students to take more decision making responsibility for college plans. Paper copies of overhead slides used to illustrate points made in the paper are included. (NB)

ED 278 974 CS 008 711

George, Yvetta; Schaer, Barbara
An Investigation of Imposed-Induced Imagery Methods on Kindergarten Children's Recall of Prose Content.
PUB DATE- 19 Nov 86
NOTE- 10p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (15th, Memphis, TN, November 19-21, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Cognitive Style; *Drama; *Imagery; Kindergarten Children; Learning Processes; Literature Appreciation; Media Selection; Methods Research; Primary Education; Prose; Reading Research; *Recall (Psychology); *Storytelling; Teaching Methods; *Television
IDENTIFIERS- *Prose Learning

To determine the most effective imagery method for facilitating kindergarten children's recall of prose content, a study investigated the effects of three mediums for presenting literature to children: storytelling, television, and dramatization. Subjects, 210 kindergarten students, were assigned to one of three gender-balanced treatment groups and told the story "The Old Black Witch" using the three respective methods of presentation. Subjects completed a four-item test of simple recall two-weeks later. Results indicated that dramatization and storytelling were significantly more effective in facilitating recall than was television. Analysis of gender differences in learning modes did not reveal significant differences. These findings supported the notion that modeling dramatization and storytelling are viable methods for stimulating children's imaginations, which ultimately leads to a higher cognitive level. (The "Old Black Witch" posttest is appended.) (JD)

ED 279 019 CS 210 320

Comprone, Joseph J.
The New Rhetoric: A Way of Connecting Community and Discourse Conventions in Writing across the Disciplines Courses.
PUB DATE- Mar 87
NOTE- 10p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (38th, Atlanta, GA, March 19-21, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Audiences; *Content Area Writing; Curriculum Development; English Instruction; Higher Education; Instructional Development; *Persuasive Discourse; Rhetoric; *Writing (Composition); *Writing Instruction; Writing Skills
IDENTIFIERS- Audience Awareness; *New Rhetoric; Olbrechts Tyteca (L); Perelman (Chaim); Rhetorical Community; Toulmin (Stephen); *Writing across the Curriculum

Content area writers need a method of operating that integrates the ways of science but without using the proofs used by specialists. Two concepts from the New Rhetoric--S. Toulmin's "warrants" and C. Perelman and L. Olbrechts-Tyteca's "universal audience"--might enable English professors to serve a regulative or balancing function as they develop writing across the curriculum programs. If writing teachers in any discipline were to base assignments on the idea that part of the students' job would be to search out and understand the warrants behind the method of inquiry in their disciplines, then writing might become a way of learning the discipline's values and methods as well as of imitating the surface of the discourse produced. This leads to the contention that the concept of universal audience must lie behind any argument, no matter how specific the particular audience to which the argument is addressed. This universal audience assents to the way a writer validates an experience or idea. The dialectic between universal and particular audience is necessary for the writer to create a rhetorical context. The concepts of warrants and universal audience will give English teachers the strategies they need to provide the perspectives on texts that will assure both the rigor and breadth required of good writing. (NKA)

ED 279 033 CS 505 481

Kendall, Robert
Research of Organizational Culture: A Mythic History of A.T.& T.
PUB DATE- Nov 86
NOTE- 26p.; Paper presented at the Annual Meeting of the Speech Communication Association (72nd, Chicago, IL, November 13-16, 1986).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Behavior Standards; Beliefs; *Business Administration; Communication Research; Group Dynamics; *Ideology; *Organizational Communication; *Public Relations; Social Systems; Social Values
IDENTIFIERS- *American Telephone and Telegraph Company;

*Organizational Culture; Rituals

Mythologies develop in corporations the same way they develop in tribes or nations and provide the driving force for building loyalty to and identification with the organization. The myth-building process involves a constituting experience or founding event, an existential interpretation of the event, the institutionalization of the event, and the emergence of social and ethical values as well as a belief system with doctrines and rituals. The mythic history of American Telephone and Telegraph (AT&T) began with a series of foundings: Bell Patent Association and Bell Telephone Company among them, and finally, American Telephone and Telegraph Company. The existential interpretation of AT&T is that the corporation exists to provide universal service. Institutionalization of the existential interpretation is virtually without dissent within the corporation. The values implicit in universal service require the company to furnish the best possible service at the lowest cost, consistent with fair treatment of employees and shareholders. The belief in an integrated corporate structure also follows from the universal service credo. Corporate doctrine appears in the president's annual message to stockholders, while ritual is best represented by AT&T's Vail Medal awards program. These stages of corporate myth making can be applied to other organizations in order to better understand organization communication and culture. (SRT)

ED 279 139 EC 192 101

Yates, James R.

Current and Emerging Forces Impacting Special Education.

PUB DATE- 87
NOTE- 62p.; In: The Future of Special Education: Proceedings of the Council for Exceptional Children Symposium (Lake Geneva, Wisconsin, May 1986); see ED 276 245.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Demography; *Disabilities; Economic Factors; *Educational Trends; Elementary Secondary Education; Force Field Analysis; *Futures (of Society); Minority Groups; Prediction; Professional Personnel; *Social Problems; *Special Education; Technology; *Trend Analysis; Values

Using the methodology of force field analysis, the paper develops possible futures for special education based on current trends. Demographic forces impacting special education include age changes, ethnicity changes, the needs of emerging language minorities, specific change in the youth population, environmental factors and the incidence of dropouts. The demographic forces suggest an expansion of groups eligible for special education services of whom many will be less secure financially and increasingly likely to be from minority groups and/or non-English speaking homes. Economic and financial forces suggest the development of a two-tiered society in which issues of competency assessment, job competition, and emphasis on college preparatory programs will affect special education. Forces of professionalism are reflected in a developing shortage of specifically trained teachers, decreased access to higher education, development of alternative certification programs, and possible integration of special education with general education. Forces of technology include gene therapy, the microcomputer, computer concepts such as parallel processing and artificial intelligence, and communication technologies. Special educators need to be part of the technology decision making groups, utilizing the computer's special attributes to improve research, assess students more continuously, and improve teaching skills. Forces of societal values suggest continuing and more rapid value shifts with such trends as the movement toward educational vouchers and increased questioning of formalized education having clear implications for special education. (DB)

ED 279 152 FL 016 255

Attwood, Peter
Translations That You Can Trust.
PUB DATE- Apr 86
NOTE- 11p.; Paper presented at a conference of the International Association of Teachers of English as a Foreign Language (20th, Brighton, England, April 1-4, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Coherence; Cohesion (Written Composition); Connected Discourse; *Discourse Analysis; Dutch; Fables; Grammatical Acceptability; *Interpretive Skills; Language Skills; *Metaphors; *Semantics; *Translation; Uncommonly Taught Languages
IDENTIFIERS- Fairy Tales
An approach to text translation that focuses on understanding the original text and the writer's intentions is outlined. The approach uses a sequence of steps including: studying the text carefully, knowing the writer's background, analyzing the text, understanding the writer's use of words, normalizing the text's grammatical form, composing the ideas grammatically into the target language, homogenizing the translation's content, writing a draft translation, focusing on the writer's intention, and producing a final translation that is the equivalent of the original. The problems of translation and the value of this technique, especially for translation of metaphors, are illustrated in two English translations of a Dutch fairy tale, a literal translation and a "trustworthy" one using this approach. (MSE)

ED 278 804 CE 046 282

Owens, Virginia L.; Abernathy, Sandra M.

New Mexicans Are Learning a Living in Postsecondary Education, 1985-1986.

New Mexico State Univ., Las Cruces.
SPONS. AGENCY- New Mexico State Dept. of Education; Santa Fe. Div. of Vocational Education.
PUB DATE- Nov 86
NOTE- 30p.; For a related secondary report, see CE 046 283.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Numerical/Quantitative Data (110)
DESCRIPTORS- Agricultural Education; Allied Health Occupations Education; Business Education; College Students; Curriculum; Distributive Education; *Enrollment; *Graduates; Home Economics; Industrial Arts; Office Occupations Education; Postsecondary Education; Program Descriptions; *School Location; *State Programs; *Student Characteristics; Technical Education; Trade and Industrial Education; Two Year Colleges; *Vocational Education
IDENTIFIERS- *New Mexico

This report provides summary information regarding vocational-technical programs offered in New Mexico postsecondary institutions for the 1985-1986 project year (which includes the 1985 summer and fall semesters and the 1986 spring semester). Program types and locations and student enrollment, characteristics, and enrollment status at the end of the year are described. The report is presented in short narratives and tables. Appendixes list (1) vocational-technical programs with student enrollment by institution and (2) vocational-technical programs with student enrollment by occupational category. (KC)

ED 278 846 CE 046 394

Scott, Gertrude M.; And Others
Partnerships in Training. A Handbook for Program Developers.
Bay State Skills Corp., Boston, MA.
SPONS. AGENCY- Employment and Training Administration (DOL), Washington, D.C.
PUB DATE- Oct 86
NOTE- 136p.
GRANT- 99-4-3287-98-393-02
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Business Responsibility; Community Programs; *Cooperative Programs; Demonstration Programs; Education Work Relationship; *Employment Programs; *Government Role; Guidelines; *Institutional Cooperation; *Job Training; Models; Outcomes of Education; Postsecondary Education; Program Administration; *Program Development; Program Effectiveness; Program Implementation; School Business Relationship; State Programs
IDENTIFIERS- *Bay State Skills Corporation; Job Training Partnership Act 1982; Massachusetts

This guide describes the partnerships created by the Bay State Skills Corporation, which successfully united more than 100 people from government, education, and the private sector to train 332 people for jobs averaging $6.27 per hour to start; it also provides guidelines for establishing similar programs. The guide contains seven chapters. The first chapter describes the creation and management of the Bay State Skills Corporation (BSSC), while the second chapter compares the BSSC to the Job Training Partnership Act (JTPA). In the third chapter, the demonstration program is described and the proposal solicitation process is outlined. In Chapter 4, the benefits of active employer involvement for training agencies, employers, and trainees are described; in Chapter 5, possible approaches to program design are explored. Chapter 6 describes the development of the model, and the final chapter, program implementation. The step-by-step description of the BSSC program provides examples and guidelines for other program developers to follow. The second half of the guide is an appendix containing case studies of the specific programs carried out in the various regions of Massachusetts. Information on development, funding, number of persons served, and replication issues is provided for each program. (KC)

ED 278 989 CS 210 172

Karolides, Nicholas J., Ed.
Composition: State of the Art.
Wisconsin Council of Teachers of English.
PUB DATE- Oct 81
NOTE- 36p.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Serials (022) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Book Reviews; Educational Change; Elementary Secondary Education; Freshman Composition; Higher Education; Student Attitudes; Teacher Attitudes; Teaching Methods; *Writing Evaluation; *Writing Instruction; Writing Research; Writing Skills
IDENTIFIERS- Writing Attitudes

The articles in this journal issue explore the current status of writing instruction and scholarship. The titles of the articles and their authors are as follows: (1) "The Writing 'Crisis': What It Is and What It Ain't" (Rexford Brown); (2) "Freshman English Then and Now: A Report on Student Writing" (James DeMuth and Stephanie Jo Haugen); (3) "Student and Faculty Attitudes: The Quality of Student Writing Skills" (W. Lee Hansen); (4) "A Modest Effort at Reinforcement of Writing Skills" (Isabelle Stelmahoske and Mary Ann Baird); and (5) "Shared Accountability for Schooling and Composition Learning" (Terrance Sheridan). Reviews of selected books for children and adolescents are included. (HTH)

ED 279 100 EA 019 223

Genovesi, Giovanni, Ed.
Social-Economic Life and Compulsory Education. Conference Papers for the 8th Session of the International Standing Conference for the History of Education (Parma, Italy, September 3-6, 1986). Volume III.
Parma Univ. (Italy). Centro Italiano per la Ricerca Storico-Educativa.
PUB DATE- 86
NOTE- 203p.; For volumes 1-4, see EA 019 221-224. Best copy available.
AVAILABLE FROM- University of Parma, "Bollettino" C.I.R.S.E., School of Education, Parma, Italy ($18.00).
LANGUAGE- English; French
EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Acculturation; *Compulsory Education; Curriculum Development; *Economic Factors; Educational Change; *Educational History; Educational Policy; Elementary Secondary Education; Foreign Countries; Government School Relationship; Immigrants; Industrialization; *Politics of Education; School Attendance Legislation; School Business Relationship; *Social History; *Sociocultural Patterns; Student School Relationship
IDENTIFIERS- Alberta; *Europe; Latin America

Socioeconomic life is the theme of this third of four volumes on the history of compulsory education among the nations of Europe and the western hemisphere. Of the document's 18 articles, 15 are written in English and 3 are written in French. Most selections offer summaries; one of the three articles written in French provides a resume in English. Bibliographies accompany many articles. Titles and authors are as follows: "Mentalites et Experiences Sociales: Les Conditions Socio-Historiques de la Scolarisation Obligatoire en Europe" (Wolfgang Schmale); "Compulsory Schooling and Ethnic Acculturation in Alberta: A Case Study--1890s-1920s" (Nick Kach and Kasper Mazurek); "Attitudes to the Elementary Schools System among Copenhagen Working-Class Parents (1870-c.1900). Description of a Research Project" (Ning de Coninck-Smith); "The Introducation and Enforcement of Compulsory School Attendance in 19th Century Prussia" (Hans-Jurgen Apel); "Compulsory Education for German Immigrant Children in the United States of America during the Second Half of the Nineteenth Century: The Case of Rural Wisconsin" (Juliane Jacobi-Dittrich); "Le Recensement des Conscrits, le Reglement du Travail dans l'Industrie du Tabac et la Scolarite Obligatoire dans la Ville Hanseatique de Breme de 1841 a 1844" (Wiltrud Ulrich Drechsel and Franck Neumann); "A Social-Historical Approach Toward Mass Education in the Early 19th Century" (Klaus Wiese); "The Diminished Role of Formal Education in National Socialist Germany" (Geoffrey J. Giles); "Policy in Practice: Families and the Introduction of Compulsory Schooling in Essex Textile Districts" (Grace Belfiore); "Notes for a Pattern of Analysis of Compulsory Education in Latin America during the Nineteenth Century" (Gabriela Ossenbach-Sauter); "The Compulsory Education and the Mexican Revolution (1910-1924)" (Renate Marsiske); "Historical Context of Compulsory Education in Poland" (Jan Hellwig); "Social and Economic Aspects of Introducing Compulsory Education in the Czech Lands" (Dagmar Capkova); "The Political, Social and Economic Situation of Poland and Compulsory Education (to 1918)" (Lech Mokrzecki); "L'Obligation Scolaire au Portugal pendant la Premiere Moitie du XXe Siecle" (Aurea Adao); "Compulsory Schooling and Social Revolution in Spain 1936-1937: Considerations Concerning the Libertarian Position" (Pere Sola); "Compulsory Education and Child Labor in Spain in the Early 20th Century (Madrid, 1900-1920)" (Alejandro Tiana Ferrer); and "The Compulsory Curriculum in Industrial America: Connections Between Past and Present" (Thomas A. Mulkeen). (CJH)

ED 279 126 EC 191 755

Tansley, A. E.
Motor Education: Educational Development Programs.
REPORT NO.- ISBN-0-88450-975-3
PUB DATE- 86
NOTE- 59p.; The American version of the 1980 British edition.
AVAILABLE FROM- Communication Skill Builders, Inc., 3130 N. Dodge Blvd., P.O. Box 42050, Tucson, AZ 85733 ($7.95).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Body Image; Elementary Education; *Language Skills; *Learning Activities; *Learning Problems; Motor Development; *Movement Education; Neurological Organization; Perceptual Development; Perceptual Motor Coordination; Physical Activity Level; Psychomotor Objectives; *Psychomotor Skills; *Skill Development; Teaching Methods

This booklet presents educational programs and activities focusing on motor skills for 5- to 9-year-old children and older children with learning problems. The premise of the activities is that the acquisition of motor skills is essential to basic learning. The role of language as a mediator and controller of motor development is emphasized. The first section describes the identification of children with neuromotor problems and the general use of the activities described in the booklet. The second section notes the importance of learning the vocabulary (everyday objects, clothing, body parts, pronouns, actions, spatial relationships, and categorizing terms) that accompanies the activities. In the third section activities are described for: gross motor skills; fine motor skills; body awareness; rhythm training; laterality and cerebral dominance; hand-eye and foot-eye coordination; visual and auditory perception; mime and drama; and problem solving involving motor activity and language. Suggestions are presented for planning programs and individual lessons. The final sections present: a list of useful equipment for the activities; a list of 11 references; and a form for keeping a record of student motor development. (CB)

ED 278 791 CE 046 259

Options for Equivalent Credit in the High School Curriculum. A Guide for Local Decision Making.

Northwest Regional Educational Lab., Portland, Oreg.; Yakima Valley Vocational Skills Center, WA.

SPONS. AGENCY- Washington State Commission for Vocational Education, Olympia.
PUB DATE- Apr 86
NOTE- 52p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Academic Education; *Credits; Educational Policy; *Graduation Requirements; High Schools; *Policy Formation; Required Courses; *Secondary School Curriculum; *Vocational Education

This guide is intended to assist local planners in developing a policy for awarding equivalent credit for materials taught in vocational and regular academic classrooms. The first section summarizes the benefits of developing an equivalent credit policy. The second section provides details on developing an equivalent credit plan. It lists the benefits of an equivalent credit policy to students, teachers, and taxpayers and presents guidelines for the following eight steps in initiating the planning process: reviewing state and local guidelines, determining which curriculum areas offer the most promise, establishing a support group to guide the planning effort, building communication and trust among faculty, matching student learning outcomes for comparison, determining credit possibilities and transcript designations, keeping everyone informed, and monitoring the process. The third section covers some of the questions that people are likely to ask in conjunction with the establishment of an equivalent credit policy; issues these questions raise include teacher certification, the reaction of colleges and universities to equivalent credit policies, assessment and testing, staff development, scheduling problems, and additional space and materials requirements. The final section discusses various types of resources available to assist in planning. Appendixes include a discussion of the background of the guide, a partial survey of Washington district practices, materials on approaches used by models from selected school districts, and a list of participants in area workshops on the academic-vocational connection. (MN)

ED 278 819 CE 046 341

Business/Education Partnerships in South Carolina. Model Projects.
South Carolina State Dept. of Education, Columbia. Div. of Public Accountability.
PUB DATE- Mar 86
NOTE- 28p.; Photographs may not reproduce well.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Community Programs; *Cooperative Programs; *Demonstration Programs; Educational Finance; Education Work Relationship; Elementary Secondary Education; *Institutional Cooperation; *Models; Program Descriptions; Program Effectiveness; *Program Implementation; *School Business Relationship; State Programs
IDENTIFIERS- *South Carolina

This report describes 38 model school-business partnerships that are being conducted in South Carolina. The 38 reports were gathered from 24 school districts and 3 statewide projects. Criteria for selection were that the partnerships must be in some way exemplary of the program and the school district must have reported in some detail their business/education partnership. Some of the activities represented in the partnerships include businesses adopting schools, donations of business equipment, businesses providing speakers for the schools and field trips to their facilities, police and National Guard partnerships with students, rewards from fast-food restaurants, honor rolls published by banks, and cash grants and awards from the businesses to the schools and students. (KC)

ED 278 833 CE 046 381

Craig, Robert, Ed.; Gerver, Elisabeth, Ed.
Lights in the Darkness. Scottish Libraries and Adult Education.
Scottish Inst. of Adult Education, Edinburgh.
REPORT NO.- ISBN-0-903647-09-5
PUB DATE- 85
NOTE- 53p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Reports - Descriptive (Program/Project Descriptions) (141)
Collected Works - General (020)
DESCRIPTORS- Adult Basic Education; *Adult Education; *Community Education; Cooperative Planning; Cooperative Programs; Educational Opportunities; Foreign Countries; Independent Study; *Library Cooperation; *Library Role; Open Education; Postsecondary Education; Publicity; *Public Libraries; *School Community Relationship
IDENTIFIERS- *Scotland

This collection is intended to show what public libraries can and would like to do to support adult learning, encourage understanding and cooperation among libraries and adult and community educators, and publicize the work already being done by libraries. The following papers are included: "The State of the Art in 1985," by Robert Craig; "Adult Education and Libraries: A Partnership?" by Anthony Cooke; "Adult Basic Education and Libraries," by Pablo Foster; "Library Support for Independent Learners," by Vernon Smith; "Open Learning: The Role of the Public Library," by Nigel Paine; "A Large Number of Small Steps: Broadcasting and Libraries," by James Boyle; "A Community Educator's View," by Peter Kearney; and "A Librarian's View," by James Orr. Also included are an introduction by Elisabeth Gerver, a paper entitled "Prologue: From Incidental Learning" by Graham Wilson, and a paper entitled "Epilogue: An Educational Force" by Arthur Maltby. Suggestions for further reading conclude the collection. (MN)

ED 278 860 CE 046 420

Coder, Kim D.; Wray, Paul H.

Key for Trees of Iowa.

Iowa State Univ. of Science and Technology, Ames. Cooperative Extension Service.
PUB DATE- Jun 84
NOTE- 22p.; For related document, see CE 046 421.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Agricultural Education; *Forestry; Horticulture; Indexes; Postsecondary Education; Secondary Education; *Trees; *Vocational Education
IDENTIFIERS- *Iowa

This key is designed to help identify the most common trees found in Iowa. It is based on vegetative characteristics such as leaves, fruits, and bark and is illustrated with black and white line drawings. Since vegetative characteristics vary due to climate, age, soil fertility, and other conditions, the numerical sizes listed, such as length and width of the leaves, are only a general guide. Definitions of terms appear before the key. An index of tree names is appended. (YLB)

ED 278 933 CG 019 713

Boyd, Vivian; And Others
Diagnostic and Prescriptive Interviews with Second Semester Freshmen in Academic Jeopardy.
Maryland Univ., College Park. Counseling Center.
REPORT NO.- RR-7-86
PUB DATE- 86
NOTE- 14p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; Academic Persistence; *College Students; *Educational Diagnosis; *Grade Point Average; Higher Education; Improvement Programs; *School Counseling; Student Evaluation; *Student Improvement; *Underachievement

In Spring 1983, 124 second semester freshmen at the University of Maryland at College Park whose first semester grade point averages were below minimum requirements for graduation participated in a diagnostic and prescriptive interview program. Participants met with a counseling center staff person to help students first to identify the causes of their poor grades and then to determine which campus resources could be useful to them in preventing similar low achievement from recurring. Students (N=25) who completed an initial interview but did not show for their diagnostic interview were combined with single diagnostic interview students (N=62) for purposes of analysis. Thirty-seven students completed two diagnostic interviews. Students participating in the program were found to persist at somewhat higher rates in subsequent semesters and to do better academically than a comparison group of students (N=50) not participating in the program, although the difference was not statistically significant. These differences were sustained for four semesters after the semester of intervention. These findings encourage further investigation of diagnostic and prescriptive interviews as a method of improving both retention and academic performance of students in academic jeopardy. (Author/NB)

ED 278 961 CS 008 694

Armbruster, Bonnie; And Others
The Collaboration to Improve Reading in the Content Areas (The CIRCA Project). Reading Education Report No. 65.
Bolt, Beranek and Newman, Inc., Cambridge, Mass.; Illinois Univ., Urbana. Center for the Study of Reading.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Apr 86
NOTE- 51p.
CONTRACT- 400-81-0030
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Content Area Reading; *Cooperative Programs; Elementary Secondary Education; History; *Instructional Materials; *Reading Improvement; Reading Research; *Reading Skills; *Research Design; Research Projects; Study Skills; Teaching Methods; Theory Practice Relationship
IDENTIFIERS- Chicago Public Schools IL; *CIRCA Project; Collaborative Research

The Collaboration to Improve Reading in the Content Areas (CIRCA) project, a collaborative effort between the Center for the Study of Reading and the Chicago Public Schools, is described in this paper. Noting that the project was designed to translate research about content area reading into practice, the first section briefly discusses the background of the project and the development of CIRCA instructional materials. The second section, comprised of two parts, first discusses the following components of the CIRCA materials: (1) a summary text, which includes essays about United States history, a glossary matrix, and a timeline matrix; (2) a student handbook, in which all of the lessons contain one to three activities presented in a set format; and (3) a teacher manual, in which all of the lessons contain a one-page overview, a lesson plan, and an appendix. This is followed by a description of the research basis and rationale for each major skill and strategy instruction contained in the materials. Reading/studying skills and strategies identified include: a four-step general studying strategy, organizing information, developing vocabulary, and exploring question/answer relationships. Writing skills and strategies identified include use of the informative mode, and point of view. A reference list and 20 figures are provided. (JD)

ED 279 006 CS 210 293

Balester, Valerie
What's All This Fuss about Communities?
PUB DATE- Nov 86
NOTE- 13p.; Paper presented at the Annual Meeting of the National Council of Teachers of English (76th, San Antonio, TX, November 21-26, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Community; Connected Discourse; Critical Thinking; Discourse Analysis; Elementary Secondary Education; *Group Behavior; Group Experience; Higher Education; Language Attitudes; *Language Patterns; Language Role; *Language Usage; Teacher Student Relationship
IDENTIFIERS- Collaborative Learning; Fish (Stanley); *Interpretive Communities

Communities of one sort or another are found in the literature of many disciplines and are used to explain any number of things: linguists examine language in terms of speech communities, while composition researchers write of discourse communities. Linguists have advanced various definitions of communities, but Stanley Fish's "Is There a Text in This Class?" shifts the focus from interpreting and producing speech to interpreting and producing written texts. Although Fish insists that texts are written before they are read, his theory is aimed at literary criticism and at the act of reading as determined by interpretive communities. When we try to communicate with members of a different community we have to deal with the fact that they use language in different ways, for different purposes. Educators occupy a special position as the experts in various fields--not to mention as representatives of the academic community at large, with its attendant values, methods, beliefs, and even disputes. Students have their own areas of expertise, but they often do not think like their teachers, who need to remember that they are not teaching students to think or speak or write, but rather to think, speak, or write to new communities and in other contexts. (NKA)

ED 279 048 CS 505 517

Fine, Marlene G.
The Selling of "A Prairie Home Companion": Recasting Reality and Marketing a Myth? or, Recasting a Myth and Marketing Reality?
PUB DATE- Nov 86
NOTE- 12p.; Paper presented at the Annual Meeting of the Speech Communication Association (72nd, Chicago, IL, November 13-16, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Audiences; Broadcast Industry; Creative Writing; Figurative Language; Humor; *Mass Media Effects; *Popular Culture; *Radio; Rhetorical Invention; Satire; *Speech Communication; Storytelling
IDENTIFIERS- Keillor (Garrison); *Prairie Home Companion (A)

The mythical community of Lake Wobegon, created by Garrison Keillor and presented each week through the public radio show "A Prairie Home Companion," is the place to which everyone wants to return. A town devoid of newfangled technology, where life goes on pretty much as it always has, Lake Wobegon offers respite to listeners who daily face the complexity of modern life. The fictional citizens of Lake Wobegon do not pursue personal life styles; they are not concerned with personal needs so much as community survival. Change is something longtime residents do not welcome, and modern technology and values are objects of ridicule. The tension between parents and children provides the substance of many Keillor monologues and stories, becoming, in many instances, a metaphor for the tension between Lake Wobegon and the outside world. The only way to escape is to leave home--in effect, to leave behind the values of the town--an amusing, nostalgic theme with enormous cross-generational appeal for listeners, many of whom are displaced Midwesterners. Through the radio show, listeners are able to return in humor to the life they left behind. The charm of "A Prairie Home Companion" lies in its author's ability to portray the myth of Lake Wobegon in such a way as to uncover the touching paradoxes of life, which enables listeners to keep their lives in perspective. It is concluded that Keillor's monologues draw on both myth and reality. (NKA)

ED 279 075 EA 019 197

Rossmiller, Richard A.
Finance.
PUB DATE- 87
NOTE- 32p.; In: Thomas, Stephen B., Ed. The Yearbook of School Law, 1986. National Organization on Legal Problems of Education, 1987 (EA 019 190).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
Opinions/Personal Viewpoints/Position Papers/Essays (120)
Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Court Litigation; *Educational Finance; Elementary Secondary Education; Federal Courts; Government School Relationship; Private School Aid; Public Support; Resource Allocation; School Funds; School Law; School Taxes; Services; Special Education; State Courts; State Federal Aid

This seventh chapter of "The Yearbook of School Law, 1986" summarizes and analyzes state and federal court decisions handed down in 1985 related to the financing of elementary and secondary education. The major topics examined are the use of public funds for private schools, the sources and allocation of public school funds, and school tax issues. Particular attention is paid to United States Supreme Court decisions dealing with the use of public funds for students in nonpublic schools, state court litigation contesting the constitutionality of state school finance programs in New Jersey and Connecticut, and cases involving the legality of reductions in state aid. (PGD)

Stromquist, Nelly P.
The State and the Education of Women: Toward a Theoretical Understanding.
PUB DATE- Mar 87
NOTE- 34p.; Paper presented at the Annual Meeting of the Comparative and International Education Society (31st, Washington, DC, March 12-15, 1987).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Adult Basic Education; Developed Nations; Developing Nations; Females; Feminism; Foreign Countries; Government Role; *Government School Relationship; *International Organizations; Low Income Groups; Nonformal Education; *Sex Discrimination; Socialism; Social Status; Socioeconomic Status; *Womens Education

A theory, anchored in a socialist feminist perspective, is presented about the state and the education of women. Propositions of the theory are compared with data from a study of 31 international development agencies about the behavior of the state regarding the education of women. The study focused on basic education, defined as the first 4 or 5 years of regular primary education or the various forms of nonformal education addressed to adult women. The agencies comprised 17 multilateral, 7 bilateral (representing Canada, England, France, Italy, Sweden, the United States, and West Germany), and 7 foundations and semigovernment agencies. Data on the work of nongovernment agencies and women's groups were also included in the study. The empirical data support the position that the state will tend to make a rhetorical use of education as a means of improving the conditions of women but that it will neglect the design of effective and comprehensive programs to address womens' needs for an improved social order. The data also show that state agencies tend to address only those areas of knowledge that they consider essential to the family. Political action should be directed toward the state so that it provides funds for projects, but the form and content shaping the new projects will have to come from the women themselves. Appended are 6 notes and 28 references. (MLF)

ED 279 113 EC 191 368

Amundsen, Jane; Johnson, Lawrence, J.
Bringing Out Head Start Talents (BOHST). Talent Identification.
Illinois Univ., Urbana. Inst. for Child Behavior and Development.
SPONS. AGENCY- Administration for Children, Youth, and Families (DHHS), Washington, D.C.
PUB DATE- 85
NOTE- 32p.; For project final report, see EC 191 364; for project training materials, see EC 191 365-369.
AVAILABLE FROM- Disabled Citizens Foundation, 1304 W. Bradley, Champaign, IL 61820 ($3.80; shipping add 10%, handling add $1.00).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Check Lists; *Gifted; Interdisciplinary Approach; Parent Attitudes; Preschool Education; *Talent; *Talent Identification; Teacher Attitudes
IDENTIFIERS- Bringing Out Head Start Talent; *Project Head Start

The manual contains three instruments (including instructions and sample materials) used in the Bringing Out Head Start Talents (BOHST) project to identify children with potential talent in one or more of the following six areas: intellectual, creative, leadership, visual and performing arts, academic, psychomotor. A teacher checklist and parent checklist each contain a set of four abilities or behaviors indicative of talent in each of nine areas. Checklist ratings are recorded on the third instrument, the Talent Identification Summary. A final section in the manual outlines the talent staffing process wherein a team of professionals, including the classroom teacher and perhaps the child's parents, review and finalize identification of those children who are to receive talent programming. (JW)

ED 278 780 CE 045 405

Pozo, Susan, Ed.
Essays on Legal and Illegal Immigration.
Upjohn (W.E.) Inst. for Employment Research, Kalamazoo, Mich.
REPORT NO.- ISBN-0-88099-040-6
PUB DATE- 86
NOTE- 132p.; Papers presented during the Annual Economics Lecture Series (20th, Kalamazoo, MI, 1984-1985).
AVAILABLE FROM- W.E. Upjohn Institute for Employment Research, 300 South Westnedge Avenue, Kalamazoo, MI 49007.
LANGUAGE- English
EDRS Price - MF0[illegible] Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Proceedings (021) Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Research/Technical (143)
DESCRIPTORS- Adults; Employment; *Employment Practices; *Foreign Workers; Futures (of Society); Government Role; *Immigrants; Labor Supply; Laws; Migration; Policy Formation; *Public Policy; Refugees; *Undocumented Immigrants; Unemployment
IDENTIFIERS- United States

Major issues of the debate that led to the passage of an immigration reform bill are discussed and analyzed in this collection of six papers that were delivered as public lectures at Western Michigan University during the 1984-85 academic year. The essays reflect a broad range of views on the effects of immigration on the United States economy and on reform of the current system. Several of the essays debate the likely effects and hidden costs that may result from the imposition of employer sanctions, which is considered the main provision of the bill. Concerns about the effects of amnesty on the supply of workers and on the demand for public services and transfer payments are discussed by some of the authors. Whether amnesty will further encourage illegal immigration by raising expectations of future amnesties is also considered. Other topics include the effect on different sectors of the domestic labor market and the history of guest worker programs in the United States and Europe. Essays included in the volume are the following: "The Many Guises of Immigration Reform" (Susan Pozo); "Immigrants and the U.S. Labor Market" (George J. Borjas); "Can International Migration Be Controlled?" (Michael J. Piore); "The Imperative of Immigration Reform" (Vernon M. Briggs, Jr.); "The Illegal Alien Policy Dilemma" (Barry R. Chiswick); "Immigration and the U.S. Taxpayer" (Francine D. Blau); and "U.S. Immigration Policy: What Next?" (Jagdish N. Bhagwati). (KC)

ED 278 805 CE 046 283

Owens, Virginia L.; Abernathy, Sandra M.
New Mexicans Are Learning a Living in Secondary Education, 1985-1986.
New Mexico State Univ., Las Cruces.
SPONS. AGENCY- New Mexico State Dept. of Education; Santa Fe. Div. of Vocational Education.
PUB DATE- 86
NOTE- 23p.; For a related secondary report, see CE 046 282.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Numerical/Quantitative Data (110)
DESCRIPTORS- Agricultural Education; Allied Health Occupations Education; Business Education; Course Content; Curriculum; Distributive Education; *Enrollment; *Graduates; Home Economics; Industrial Arts; Office Occupations Education; Program Descriptions; School Districts; *School Location; Secondary Education; *State Programs; *Student Characteristics; Technical Education; Trade and Industrial Education; *Vocational Education
IDENTIFIERS- *New Mexico

This report is designed to give the reader summary information regarding vocational-technical programs offered by secondary schools in New Mexico for the 1985-1986 school year. Enrollment, programs, locations, student characteristics, and completion status for occupational programs are described. The report is presented in short narratives and tables. Appendixes list (1) secondary schools that reported student enrollment by vocational-technical programs and (2) vocational-technical programs with reported student enrollment in 1985-1986 by United States Office of Education Occupational Category. (KC)

ED 278 861 CE 046 421

Wood as Energy--Production and Marketing. Instructional Materials Developed for Iowa Teachers of Vocational Agriculture.

Iowa State Univ. of Science and Technology, Ames. Dept. of Agricultural Education.; Iowa State Univ. of Science and Technology, Ames. Dept. of Forestry.

SPONS. AGENCY- Iowa State Dept. of Public Instruction, Des Moines. Div. of Career Education.
PUB DATE- Jun 86
NOTE- 53p.; For related document, see CE 046 420.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Agricultural Education; Behavioral Objectives; *Forestry; *Forestry Occupations; *Fuels; Instructional Materials; Learning Activities; Lumber Industry; Marketing; Postsecondary Education; Secondary Education; Transparencies; *Trees; *Vocational Education
IDENTIFIERS- *Woods

Instructional materials are provided for a unit dealing with production and marketing of wood as an energy source. Unit objectives and a list of visual masters appear first. Content is arranged by six topics: introduction, pre-cutting activities (planning a fuelwood cutting, marketing, chain saw safety), cutting activities, post-cutting activities, nontraditional wood for energy uses, and a fuelwood business. For each topic, objectives, teaching procedure(s), and a list of activities are presented. A listing of suggested references is included. Other contents include the technical information to be read in conjunction with the topics (with references and study questions) and transparency masters. (YLB)

ED 278 875 CG 019 653

Chesney-Lind, Meda
Girls and De-Institutionalization: Is Sexism and Juvenile Justice a Dead Issue? Report No. 320.
Hawaii Univ., Honolulu. Youth Development and Research Center.
PUB DATE- Dec 85
NOTE- 36p.; Paper presented at the Annual Meeting of the American Society of Criminology, San Diego, CA, November 13-16, 1985.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adolescents; *Correctional Institutions; *Delinquency; *Females; *Institutionalized Persons; Juvenile Courts; Parent Child Relationship; Runaways; *Sex Bias
IDENTIFIERS- *Deinstitutionalization (of Delinquents); Juvenile Justice Delinquency Prevention Act 1974; *Status Offenders

The Juvenile Justice and Delinquency Prevention Act of 1974 provided financial incentives to states to divert and deinstitutionalize status offenders. Recently, criticisms are surfacing that the federal involvement in the status offender issue was inappropriate and had given children the freedom to run away. Concern about victimization of girls seems to be at the core of a shift in federal policy toward delinquents. The existence of "status" or uniquely juvenile offenses poses a distinct threat to young women. More girls than boys are charged with these offenses which include such things as running away from home, being beyond control, or being in need of supervision. A major source of bias is caused by parents' different standards for boys and girls. Girls charged with status offenses are usually more harshly treated than are their male or female counterparts charged with crimes, and female status offenders are overrepresented in institutions. The Delinquency Prevention Act did result in lower incarceration rates for young women, even though they are institutionalized for less serious offenses than are males. Support for the deinstitutionalization provision of the Delinquency Prevention Act from judges and law enforcement agencies has been inadequate. Unless juvenile courts are monitored to prevent further erosion of victories of the deinstitutionalization movement, the jailing of large numbers of young women "for their own protection" is likely to recur. A five-page list of references is provided. (ABL)

ED 278 889 CG 019 667

Is School Important?: Essays by People Who Know.
Alaska State Dept. of Education, Juneau.
PUB DATE- 87
NOTE- 32p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - General (020)
DESCRIPTORS- Adult Students; *Continuation Students; *Dropout Attitudes; *Dropouts; *Educational Attainment; Essays; *Graduation; *High School Equivalency Programs; High Schools; Writing (Composition)

This document contains a collection of essays written by students in General Educational Development (GED) programs. The students had dropped out of high school and are now seeking an equivalency diploma. In the essays, students discuss why they quit school, how well they did in school, what they learned there, and whether it was difficult for them in the "real world" without a diploma. They offer advice to other students who are considering dropping out of school. The essays represent a first writing assignment in Correspondence Study. They appear exactly as they were written except for names and places, which were deleted to protect the privacy of the students. Punctuation and spelling remain as in the original. These essays provide high school students who are deciding whether to graduate or drop out with a different perspective to consider when making that decision. (NB)

ED 278 904 CG 019 683

Epstein, Howard V.
College Students Come of Age.
PUB DATE- 16 Mar 87
NOTE- 30p.; Paper presented at the Annual Meeting of the American Society on Aging (33rd, Salt Lake City, UT, March 13-17, 1987).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Adult Students; *Age Differences; *College Choice; *College Students; *Decision Making; Higher Education; Nontraditional Students; Student Characteristics; *Student Motivation

Universities today attract a student population less homogeneous than those of past generations. The majority of all college students are women, and adults 25 years and older account for over 40% of all college enrollments. A study was conducted to examine inherent similarities and differences among college students with age a critical factor. Psychosocial and demographic characteristics of college undergraduates in three age groups (17-24, 40-45, and 46+) were studied. Subjects (N=105) completed questionnaires assessing purposes for pursuing a college degree, perception of life events which influenced college enrollment, reasons for college choice, and demographic data. Interviews were conducted with a subset of students. Using the Harvey-Houle paradigm (1978) as a frame of reference, students in each age group were found to place a high value on the role of a college education as the means for gaining knowledge. All three age groups identified "valuing of education" and "work experience" as the two greatest influences in their decisions to go to college. Students in all three groups identified "availability of a specific program of study" as the primary reason for choosing a particular college. These findings suggest that the adult learner is really not so different from younger learners in relation to factors motivating individuals to become college students. (The study instrument is appended.) (NB)

ED 278 919 CG 019 698

Impact of Drug Education. Hearing before the Subcommittee on Children, Family, Drugs and Alcoholism of the Committee on Labor and Human Resources. United States Senate, Ninety-Ninth Congress, Second Session on Examining the Need for Drug Abuse Prevention Programs in Public Schools and on Proposals to Provide Assistance for the Development and Expansion of Drug Prevention Programs in Elementary and Secondary Schools in the United States.

Congress of the U.S., Washington, D.C. Senate Committee on Labor and Human Resources.

REPORT NO.- Senate-Hrg-99-701
PUB DATE- 7 Aug 86
NOTE- 104p.
AVAILABLE FROM- Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Children; Curriculum Development; *Curriculum Evaluation; *Drug Education; Elementary Secondary Education; Hearings; *Instructional Effectiveness; *Prevention; Public Schools; School Activities
IDENTIFIERS- Congress 99th

This document contains witness testimonies and prepared statements from the Senate hearing called to examine what drug abuse prevention curriculum will effectively teach public school children to say "no" to drugs. Opening statements are included from Senators Paula Hawkins, John Kerry, Alfonse D'Amato, Dennis DeConcini, Charles Grassley, Daniel Moynihan, and Christopher Dodd. Prepared statements from Governor Michael Dukakis of Massachusetts and Senator Daniel P. Moynihan of New York are also provided. Other witnesses giving testimony are: (1) Elizabeth S. McConnell, executive director, the C. E. Mendez Foundation Tampa, Florida; (2) Wilhelmina E. Holliday, deputy commissioner for community affairs, New York City Police Department; and (3) John Hill, coordinator of New York City's School Program to Educate and Control Abuse (SPECDA). McConnell describes the work of the C. E. Mendez Foundation, an organization involved exclusively in the development and implementation of drug education curricula whose drug education programs have been taught in 50 school systems nationwide. Holliday describes New York City's SPECDA program. Hill responds to questions about the SPECDA program asked by committee members. Additional materials supplied for the record are included. (NB)

ED 278 947 CS 008 661

Meyer, Linda A.; And Others
Elementary Science Textbooks: Their Contents, Text Characteristics, and Comprehensibility. Technical Report No. 386.
Bolt, Beranek and Newman, Inc., Cambridge, Mass.; Illinois Univ., Urbana. Center for the Study of Reading.

SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.; National Science Foundation, Washington, D.C.
PUB DATE- May 86
NOTE- 52p.
CONTRACT- 400-81-0030
GRANT- NSFMDR85-50320
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Comparative Analysis; Content Analysis; Content Area Reading; Elementary Education; *Readability; Science Instruction; *Science Materials; *Science Programs; *Teaching Guides; *Textbook Content; *Textbook Evaluation; *Textbook Research

A study examined the general content and characteristics of elementary science textbooks and compared selected text segments from several content domains across publishers. The Merrill and Silver-Burdette science programs for grades 1-5 and one level of both the Holt and McGraw-Hill programs were evaluated. Results indicated substantial differences between the programs in lecture/discussion and classroom activities included in teachers' editions, in pedagogical questions presented, and in the number of content domains. Programs with the greatest amount of text (the highest number of content domains, propositions, and vocabulary) were also found to have (1) the most hands-on activities; (2) fewer problems with illogical structures and sequences or problematic connectives and referents; and (3) far more teacher-directed activities and, consequently, fewer activities that appeared only in student materials. Silver-Burdette was found to have both more pictures and a more substantial text-based program with longer text and a higher percentage of activities related to topic than Merrill. Findings also showed that Holt had far more chapters, activities, propositions, and questions on the content domains than any other program, particularly McGraw-Hill. Overall, the four programs were most alike on the percentage of activities related to the topics covered. (Four pages of references and 10 tables are provided.) (JD)

ED 278 975 CS 008 712

Leach, Mozelle P.
Scholars and Pre-Service Teachers: A Comparison of Opinions of Reading Required for High School Graduation.
PUB DATE- Nov 86
NOTE- 11p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (15th, Memphis, TN, November 19-21, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Research/Technical (143)
DESCRIPTORS- Classical Literature; Core Curriculum; English Curriculum; English Literature; *Graduation Requirements; Higher Education; High Schools; *Literature Appreciation; *Reading Assignments; Reading Materials; *Reading Research; United States Literature
IDENTIFIERS- Bennett (William J)

A study compared the results of a 1986 survey on the opinions of preservice teachers with those of a survey conducted in 1984 by William Bennett (at that time chairman of the National Endowment for the Humanities). Bennett's survey asked respondents to list 30 works that students should be expected to read before high school graduation. "Macbeth" and "Hamlet" were listed by 71% of the 325 respondents to this survey, and 50% listed documents of U.S. history, such as the Declaration of Independence, the Constitution, and the Gettysburg Address. The 1986 survey sought responses from 44 preservice teachers enrolled at Mississippi State University; subjects were asked to list 10 works that students should be expected to read before high school graduation. A comparison of responses indicated that the preservice teachers felt more strongly about some of the works than those in Bennett's survey. More than half of the subjects listed the following five works: Hawthorne's "Scarlet Letter"; Shakespeare's "Romeo and Juliet," "Hamlet," and "Macbeth"; and various U.S. government documents. Twenty of the works or authors listed in Bennett's survey were mentioned in the survey of education students. The choices of the preservice teachers seemed to refute the statement of some scholars that high school students may not be equipped to read sophisticated material. Most of the preservice teachers had been out of high school less than four years, yet indicated they believed in high school students' ability to read such books. (SRT)

ED 278 990 CS 210 173

Karolides, Nicholas J., Ed.
Composition: Classroom Strategies.
Wisconsin Council of Teachers of English.
PUB DATE- Jan 82 .
NOTE- 44p.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Serials (022) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Book Reviews; Content Area Writing; Curriculum Development; Elementary Secondary Education; Essay Tests; Higher Education; Inservice Teacher Education; Models; Rhetorical Invention; Study Skills; *Teaching Methods; Test Wiseness; *Writing Instruction
IDENTIFIERS- Journal Writing

The articles in this journal issue present a variety of teaching methods to enhance writing instruction. The titles of the articles and their authors are as follows: (1) "Writing for Real World Audiences in the Classroom?" (James P. Beck); (2) "Copycatting: Learning to Write by Imitating" (Mary Ann Stemper); (3) "The Journal" (Ellen Byers); (4) "Making Journals Work in a Writing Class" (Robert C. Rosen); (5) "Survival Skill: Learning to Write the Essay Exam" (Mary Meiser); (6) "Writing Duels" (Linda Arnold and Madelyn Braverman); (7) "A Gauntlet Retrieved: Revisited" (Carl Personke); (8) "All Things Are Natural: The Use of Landscape in the Teaching of Writing" (Peter A. Fritzel); and (9) "Writing in the Content Area: Survey and Inservice" (Greg Venne). The 1981 National Council of Teachers of English (NCTE) Achievement Awards as well as reviews of selected books for children, adolescents, and teachers are included. (HTH)

ED 279 020 CS 210 321

Page, Miriam Dempsey
"Thick Description" and a Rhetoric of Inquiry: Freshmen and Their Major Fields.
PUB DATE- Mar 87
NOTE- 20p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (38th, Atlanta, GA, March 19-21, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Career Exploration; College Freshmen; Curriculum Development; *Freshman Composition; Higher Education; *Majors (Students); *Research Papers (Students); *Teaching Methods; Writing Exercises; *Writing Instruction
IDENTIFIERS- University of Iowa

A field of study sequence designed at the University of Iowa to introduce the research paper to freshman rhetoric students encourages them to view themselves as interpretive anthropologists entering a strange culture and exploring their declared majors or areas of special interest. Each student is responsible for (1) writing an essay in response to a journal article pertaining to a chosen field; (2) preparing an oral report on "something new" happening in this field to reinforce an understanding of expository discourse; (3) identifying some controversial issue or problem in the field and seeking a solution; (4) analyzing the process used to arrive at the solution; (5) keeping a journal of observations and research; and (6) selecting a culminating "self-assignment" in which to create individual ways of becoming familiar with the people, ideas, and practices of the chosen field. For this final phase, students actually participate in their field of interest through a self-directed project. The experience in the field at this early stage allows and affirms the validity of the student's questions and ideas before too much dogma precludes them. (AEW)

ED 279 034 CS 505 485

Ritchie, L. David
Whose Accuracy, Whose Congruency, and Whose Agreement? Variations on the Theme of Coorientation.
PUB DATE- May 87
NOTE- 32p.; Paper presented at the Annual Meeting of the International Communication Association (37th, Montreal, Quebec, Canada, May 21-25, 1987).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Attribution Theory; *Communication (Thought Transfer); Communication Skills; *Congruence (Psychology); Encoding (Psychology); *Interpersonal Communication; Interpersonal Competence; *Models; Perspective Taking; Social Cognition; *Speech Communication
IDENTIFIERS- *Communication Accuracy; Communication Strategies; *Coorientation

Based on S. Chaffee and J. McLeod's coorientation model of communication, this paper addresses the question of individual and cognitive versus social and communicational comparisons in order to further elaborate the theory behind the coorientation model. The paper argues that, in a situation which includes two individuals and a topic, both individuals may have objectives for agreement as well as for accuracy and congruency. Using an abbreviated notation system to illustrate the relationships between person A, person B, and topic T, the paper develops a theoretical model of coorientation that takes into account the objectives of each person as well as the perceptions of an outside observer. A theoretical basis is proposed for predicting some of these objectives for each individual on the basis of their relative power in the situation, combined with their relative authority with regard to the topic. The paper argues that the traditional coorientation variable of accuracy, congruency, and agreement can only be understood in the context of a theory addressing the coorientation objectives of the two persons. The paper contends that a complete description of a coorientation system must address the questions, "whose accuracy," "whose congruency," and "who agrees with whom?" Figures illustrating the model are appended. (SRT)

Clear, Delbert K.; Forgy, Ervin L.
The Impact of Three Types of Collective Bargaining Statutes and District Size on the Ability of Boards of Education to Execute Their Legislatively Mandated Duties.
PUB DATE- Apr 86
NOTE- 49p.; Paper presented at the Annual Meeting of the American Educational Research Association (67th, San Francisco, CA, April 16-20, 1986).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Arbitration; *Board of Education Policy; Board of Education Role; *Boards of Education; *Collective Bargaining; *Decision Making; Elementary Secondary Education; Influences; Public Opinion; School Districts; *School District Size; *Socioeconomic Influences; Teacher Salaries
IDENTIFIERS- Illinois; Michigan; Wisconsin

The literature on collective bargaining in public education typically argues whether such bargaining is good public policy or bad, sound or unsound, and so forth. No studies to date have measured the actual impact of differing kinds of collective bargaining legislation on local school boards' decisionmaking powers. This study examined whether two factors--(1) public sector collective bargaining enabling legislation (defined as varying permutations of mediation and binding arbitration) and (2) district size--result in differing levels of restriction on board policymaking in collective bargaining agreements. The data source was comprised of adopted 1984 budgets and collective bargaining agreements from a random sample of school districts in Wisconsin, Michigan, and Illinois. The results suggest that district size has a greater impact on various economic and policymaking duties of school boards than does external pressure to avoid impasse. As district size increases, so do restrictions on board capability to carry out duties unilaterally. Boards in the state with the most pressure (compulsory binding arbitration) devoted more money to teacher salaries. The impact did not, however, occur in noneconomic, policymaking duties. Nine figures and six tables are included. (IW)

ED 279 153 FL 016 328

Strauss, Andre

Teaching through Interactive Pictures: Computer, Video and Human Realities.

PUB DATE- Apr 86

NOTE- 10p.; Paper presented at a Meeting of the International Association of Teachers of English as a Foreign Language (20th, Brighton, England, April 1-4, 1986).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Classroom Techniques; *Computer Assisted Instruction; Discovery Learning; *English (Second Language); *English for Special Purposes; Second Language Instruction; *Videotape Cassettes; Videotape Recordings; *Visual Aids; Vocabulary Development; Word Processing; Writing Skills

A technique designed to make the classroom use of videotapes for second language teaching for specific purposes more efficient is described. The technique begins with a classroom review of basic vocabulary and structures, which is then tested with a computer exercise. A second stage requires discussion and memorization of vocabulary and phrases within a certain subject-area field such as business, and includes examination of pictures. Aspects of the pictures are discussed, including the setting, individuals, clothing, furniture, attitudes, and actions. This second stage of language learning is also verified with computer exercises. The picture-decoding exercise provides the students with skills to decode videotapes in the third stage, focusing on language and content without being distracted by details of the pictures themselves. Finally, the students write reports with the help of the computer's word processing program, and have individual interviews with the teacher. The method integrates language, visual presentation, personal experience, and use of the computer. (MSE)

ED 278 767
2 OF 6
DOCUMENT
RESUMES

RESOURCES IN EDUCATION (RIE) VOL. 22, NO. 7
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
OFFICE OF EDUCATIONAL RESEARCH & IMPROVEMENT
U.S. DEPARTMENT OF EDUCATION, WASHINGTON, D.C.

FROM: ED 279 154
TO: ED 279 560
JULY 1987

DOCUMENT RESUME

ED 279 154 FL 016 346

Giauque, Gerald S.
Avoiding Teacher-Tester Burn-Out in Oral Testing.
PUB DATE- Jul 85
NOTE- 23p.; A shorter version of this paper was presented at the Annual Meeting of the American Association of Teachers of French (Montreal, Canada, July 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Achievement Tests; Audiolingual Skills; *Audiotape Recordings; Dictation; *Language Proficiency; *Language Tests; Pronunciation; Second Language Instruction; Teacher Burnout; *Test Format; *Test Use; *Verbal Tests

The oral proficiency interview should be administered infrequently, but there are other measures than can be used between interviews to maintain oral proficiency and achievement as the organizing principles of instruction while placing fewer demands on the teacher/tester. One such measure is a semi-direct procedure that has two steps. First, students simultaneously follow written instructions, answer written questions, and record their responses on tape without stopping the recording. The students then rewind their tapes and transcribe exactly their responses. The tester listens to the tape and corrects the transcript, scoring the student's performance on the basis of errors uncorrected by the student, errors corrected by the student, pronunciation errors, and errors in accent marks. The method is accurate, reduces stress on the tester, allows measurement of overall performance while forgiving momentary lapses, and tests speaking, writing, and listening comprehension. Graduate students can administer and score it. Its disadvantages are that the mechanical aspect can be intimidating to some students, the test can not be personalized, and it requires a language laboratory with dual tracking capabilities. The method of administering the test can and should vary, but frequent oral testing is useful in reinforcing the principle of oral proficiency. (MSE)

DOCUMENT RESUME

ED 279 169 FL 016 477

Staun, Jorgen.
The Interpretation and Representation of Neutralisation in Generative Phonology.
PUB DATE- 84
NOTE- 8p.; In: Ringbom, Hakan, Ed.; Rissanen, Matti, Ed. Proceedings from the Nordic Conference for English Studies (2nd, Hanasaari/Hanahoïmen, Finland, May 19-21, 1983); see FL 016 498.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Articulation (Speech); Encoding (Psychology); English; *Generative Phonology; German; Language Research; *Linguistic Theory; *Models; *Morphology (Languages); Phonemics; Phonetics; *Phonetic Transcription; Uncommonly Taught Languages
IDENTIFIERS- Danish; *Neutralization (Phonology)

Phonological neutralization from a generative viewpoint is examined, and the process of solving the problems of representing the products of neutralization is described. First, in generative phonological terms, the product must be morphologically irresoluble in order to be considered a true neutralization. This distinguishes neutralization from defective distribution. Second, a dependency model of phonology is applied to English, Danish, and German examples of neutralization to solve representational problems posed in specific instances. The dependency model is seen as more amenable than standard phonological notation to the representation of relatively complex phonological segments, and therefore as useful for representing neutralization. (MSE)

DOCUMENT RESUME

ED 279 185 FL 016 493

Altenberg, Bengt; Tottie, Gunnel

Will There Be Texts in This Class? Writing Term Papers within a Research Project.

PUB DATE- 84

NOTE- 14p.; In: Ringbom, Hakan, Ed.; Rissanen, Matti, Ed. Proceedings from the Nordic Conference for English Studies (2nd, Hanasaari/Hanaholmen, Finland, May 19-21, 1983); see FL 016 498.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- College Curriculum; College Students; Course Organization; *Curriculum Development; *English (Second Language); *Expository Writing; Foreign Countries; Higher Education; Program Effectiveness; *Research Papers (Students); Research Skills; Writing Difficulties; Writing Improvement; *Writing Instruction; Written Language

IDENTIFIERS- *Lund University (Sweden); *Uppsala University (Sweden)

The practice in Swedish universities of requiring an independent project and term paper of third-term English language students has been very difficult for many students. The problems have been more related to students' lack of organizational skills than to problems with writing in a foreign language. As a result, Lund University and later Uppsala University developed English speech and writing programs to help students structure both their research and their accounts of it. In one program, students are offered a variety of topics to research, and in the other, all students address one topic. The slightly different focus of the two programs produced different pedagogical approaches, each with advantages and disadvantages, but both programs have been successful in improving student writing skills. (MSE)

DOCUMENT RESUME

ED 279 201 FL 016 514

ESPMENA Bulletin. Nos. 21 and 22, 1986.
Khartoum Univ. (Sudan).
PUB DATE- 86
NOTE- 88p.; Small light print may not reproduce clearly.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Academic Education; Book Reviews; Classroom Techniques; Correlation; *Developing Nations; Educational Strategies; *English (Second Language); *English for Special Purposes; Foreign Countries; *Instructional Materials; *Interlanguage; *Language Tests; Legal Education (Professions); Material Development; Science Instruction; Sciences; Second Language Instruction
IDENTIFIERS- Sudan

The January and August, 1986, issues of the Bulletin of English for Special Purposes in the Middle East and North Africa (ESPMENA) include articles on instructional topics, techniques, and materials; book reviews; and professional notices and reports. "Some Comments on the Science Content of ESP" (E. Arnold) looks at scientists' opinions of the validity of science content in courses in English for scientific purposes. "Students' Reading Problems" (Diana Adams Smith) attempts to show that reading problems depend on the student's level, motivation, and needs, and the type of text. It focuses on two particular groups: secondary school girls and Allied Health students. "Law Cases as Input to EALP Materials" (Angele Tadros) discusses the use of court cases in a course on academic legal English. "LSP and Interlanguage: Interlanguage and LSP" (Larry Selinker) examines the interrelationship of interlanguage and instruction in languages for specific purposes, and the need for further research on that link. "Negotiating the ELTS Obstacle" (Peter Foster) examines the rationale and principles underlying the design of materials intended to help Sudanese learners pass the British Council's ELTS test battery and to develop skills for further education outside the Sudan. (MSE)

DOCUMENT RESUME

ED 279 215 HE 019 875

Hossler, Don
Creating Effective Enrollment Management Systems.
College Entrance Examination Board, New York, N.Y.
REPORT NO.- ISBN-0-87447-272-5
PUB DATE- 86
NOTE- 141p.
AVAILABLE FROM- College Board Publications, Box 886, New York, NY 10101 ($12.95 per copy; 20% discount on 5 or more copies).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Case Studies; College Administration; *College Attendance; *Enrollment Influences; Enrollment Trends; Higher Education; *Management Systems; Marketing; Organizational Theories; *Student Attrition; *Student Recruitment
IDENTIFIERS- *Enrollment Management

A guide to the development and operation of a college enrollment management system is presented for college administrators. After describing current issues that affect traditional student enrollments, the concept of enrollment management is defined, and its basic elements are introduced, along with broader organizational perspectives such as management systems and management science. A more detailed analysis follows, including examples of how enrollment management administrative structures and activities can be based on market research, student impact research, and organizational theory. Consideration is also given to a variety of approaches to organizational change that demonstrate that change is determined more by organizational and environmental factors than by the change strategies employed. The following case studies show how different enrollment management systems can be implemented: Johnson County Community College (Kansas), Depaul University (Illinois), the University of Wisconsin at Oshkosh, and DePauw University (Indiana). Unique characteristics of systems that have emerged to fit the needs of these different colleges are also considered. (SW)

DOCUMENT RESUME

ED 279 229 HE 020 062

Jones, Dennis P.
Indicators of the Condition of Higher Education.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
PUB DATE- Oct 85
NOTE- 65p.; Draft copy for review purposes. An earlier report dealt with indicators for elementary and secondary education; see ED 252 976.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- College Environment; Economic Factors; *Educational Assessment; Educational Benefits; Educational Finance; Educational Resources; *Evaluation Criteria; Evaluation Methods; Federal Programs; *Higher Education; *Outcomes of Education; Political Influences; School Demography; School Effectiveness; *Student Evaluation
IDENTIFIERS- AAHE Assessment Forum; *Department of Education; *Indicators

Indicators of education status and trends for higher education are proposed to engender thought and comment from those who would be the primary users of such a set of indicators. Types of indicators and approaches to constructing them are considered. Indicators describe significant aspects of the system of education with particular emphasis on policy-relevant aspects. Indicators also monitor trends and changes over time, and the data underlying the indicators must be reliable and valid. Data must be converted into indicators in ways that are considered appropriate and acceptable by intended users, presumably state and national policymakers and an informed general public. Indicators have been described by NCES in terms of outcomes, resources, and context. Of concern are student outcomes, discipline/knowledge or research outcomes, economic/societal outcomes, and civic/societal outcomes. Resources can be categorized as follows: institutions, programs and curricula, financial resources, human resources, and physical resources. Additional indicators are the demographic, economic, and political contexts. Ways to calculate each indicator are discussed. The adequacy of current data collection is also adressed. A three-page list of references is included. (SW)

DOCUMENT RESUME

ED 279 243 HE 020 078

University Benefits Survey. Part I (All Benefits Excluding Pensions).
University of Western Ontario, London.
SPONS. AGENCY- Council of Ontario Universities, Toronto.; Ontario Association of University Personnel Administrators, Toronto.; Ontario Confederation of University Faculty Associations, Toronto.
REPORT NO.- ISBN-0-88799-214-5
PUB DATE- Dec 86
NOTE- 168p.; For part 2 of this survey, see HE 020 079.
AVAILABLE FROM- Council of Ontario Universities, 130 St. George Street, Suite 8039, Toronto, Ontario, M5S 2T4, Canada.
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Research/Technical (143)
DESCRIPTORS- *College Faculty; Foreign Countries; *Fringe Benefits; Health Insurance; Higher Education; *Insurance; Leaves of Absence; Program Administration; Sabbatical Leaves; School Personnel; *Teacher Employment Benefits
IDENTIFIERS- *Ontario

Results of a 1986 survey of benefits, excluding pensions, for 17 Ontario, Canada, universities are presented. Information is provided on the following areas: whether the university self-administers insurance plans, communication of benefits, proposed changes in benefits, provision of accidental death and dismemberment insurance, maternity leave policy, Ontario health insurance, supplementary health insurance, long-term disability, sick leave entitlement, sick leave benefits continuance, long- term disability benefits continuance, life insurance, survivor benefits, dental plans, post-retirement benefits, vacation entitlement, sabbatical leave policies, housing loan policies, free tuition policies, parking policies, access to athletic facilities, and daycare. The following universities are covered: Brock University, Carleton University, McMaster University, Ontario Institute for Studies in Education, University of Ottawa, Queen's University, Ryerson, University of Toronto, Trent University, University of Waterloo, University of Western Ontario, Wilfrid Laurier University, University of Windsor, and York University. (SW)

DOCUMENT RESUME

ED 279 258 HE 020 093

Welborn, Ruth B.
Influencers of Achievement among Nontraditional Adult Health Professional Students.
PUB DATE- Jan 86
NOTE- 8p.; Paper presented at "Teaching to Potential" Regional Conference on University Teaching,(2nd, Las Cruces, NM, January 9-10, 1986); for complete proceedings, see ED 276 328.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; Administrators; *Adult Students; Allied Health Occupations Education; *Cognitive Style; Grades (Scholastic); Health Programs; Higher Education; *Nontraditional Students; *Teaching Styles

The relationship of learning style and teaching style to student academic achievement was studied with nontraditional health professional students in credit-seeking educational efforts. Participants were 256 adult students in undergraduate and graduate health professional majors of allied health education, allied health research, and health administration. These students were in evening and weekend classes and at off-campus sites. Learning style was measured by the Canfield Learning Style Inventory, and the teaching style of the 18 instructors was measured by the Principles of Adult Learning Scale. Student achievement was indicated by the students' final course grade. Using analysis of covariance, it was found that in the area of learning style, achievement was greatest among those health professionals who expected to do well in an academic setting and who preferred the conditions of: a well-ordered classroom with a well-informed instructor; the content of working with numbers and logic; and the mode of direct experience. The greatest achievement was among students of teachers who practiced with slight modification the collaborative mode. Implications of the findings are considered. (SW)

DOCUMENT RESUME

ED 279 272 HE 020 107

The Master Plan for Florida Postsecondary Education. Supplement Number 3: Disabled Student Access to Postsecondary Education. Report and Recommendations of the Postsecondary Education Planning Commission.

Florida State Postsecondary Education Commission, Tallahassee.

PUB DATE- 20 Feb 86

NOTE- 75p.; For the main report and other supplements, see HE 020 104-106.

LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- *Accessibility (for Disabled); Access to Education; *College Planning; College Students; *Disabilities; Federal Programs; Hearing Impairments; Learning Disabilities; *Master Plans; Physical Mobility; *Postsecondary Education; Public Policy; *State Programs; Statewide Planning; Visual Impairments

IDENTIFIERS- *Florida

This third supplement to the Florida master plan for postsecondary education considers resources and barriers to education for disabled students and offers 21 recommendations. To provide a foundation to discuss the needs of disabled students, characteristics of the following major functional impairments are described: hearing impairment, learning disabilities, visual impairment, and mobility impairment. A statistical overview based on available national and state data is included that describes disabled individuals in both educational institutions and the general population. Attention is directed to policies, programs, attitudes, and architectural features that either help or hinder disabled students. In addition to federal legislation and Florida legislation, the following programs are discussed: the Auxiliary Learning Aids Program; the Office of Vocational Rehabilitation, Department of Health and Rehabilitative Services; Division of Blind Services, Department of Education; Division of Vocational Education, Department of Education; Division of Public Schools, Department of Education; Florida Diagnostic and Learning Resources System; Supplemental Security Income program; and Social Security Disability Insurance. (SW)

DOCUMENT RESUME

ED 279 287 HE 020 137

Littrell, Doris P.
Lifelong Learning: Sunrise Again. Addressing the Needs of Returning Adult Students.
PUB DATE- Oct 86
NOTE- 15p.; Paper presented at the Annual Meeting of the American Association for Adult and Continuing Education (Hollywood, FL, October 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Advising; *Adult Students; *College Students; Continuing Education; Higher Education; Liberal Arts; *Lifelong Learning; Nontraditional Students; *Open Universities; *Reentry Students; Self Evaluation (Individuals); Seminars; Student College Relationship; *Student Needs

The Liberal Studies Seminar (LSS) at Stephens College in Columbia, Missouri is described. The University Without Walls (UWW) program was initiated in the early 1970s to provide baccalaureate degrees for adults for whom traditional college attendance was not an option. As part of the original consortium, Stephens expanded its mission as a women's college to serve women over the age of 23 as well as men. Later, all adult programs were incorporated in the School of Liberal and Professional Studies; this, in turn, led to expansion of the LSS. Current objectives of the seminar are to: stimulate intellectual interest; help students identify personal accomplishments, interests, and potential; assure that the student's decision to complete a degree is based on a realistic assessment of personal abilities and aspirations; challenge students to evaluate personal learning and communication styles; assist students to critically examine personal educational plans; and provide the new student with a sense of community with the faculty, staff, and other students in its UWW program. During the seminar the student completes a one-credit academic course, participates in self-assessment experiences, reviews and further develops learning and academic abilities, receives academic advice, and develops a degree plan and projected completion time. Different formats have been used, among them a double weekend seminar and an eight-day seminar. The academic course is interdisciplinary and focuses on the search for meaning in a period of rapid cultural change. Objectives of the self-assessment workshops are identified. (SW)

DOCUMENT RESUME

ED 279 300 IR 012 538

Fyffe, Darrel W.; And Others

Demonstrating Computer Simulation Development for Intermediate and Middle School Applications.

PUB DATE- Nov 84

NOTE- 10p.; Paper presented at the Annual Conference of the National Council of States Inservice Education (9th, Orlando, FL, November 16-20, 1984).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Other/Miscellaneous (Not Classifiable Elsewhere) (999) Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Computer Simulation; *Computer Software; Elementary Secondary Education; *Microcomputers; Programing; Science Education; Social Studies; *Teacher Developed Materials; Teaching Methods

IDENTIFIERS- BASIC Programing Language

This discussion of the use of microcomputers to simulate complex situations for classroom use describes the advantages of using simulations, including their adaptability to many subject areas and content fields, their power to explain complex concepts, and their ability to provide variations for individual users. As an example, seven objectives that were important to social studies teachers before the advent of computers are identified, including strategies (new experiences, new sources of information), content (facts and concepts), skills (inquiry and social interaction), and attitude. It is pointed out that simulations can accomplish all of these objectives except the strategy of investigating new sources of information. It is suggested that teachers who wish to develop simulations for their students must select an appropriate event, which requires careful consideration of the relationships involved, the terminology to be used, the adaptability of the event for graphic or textual representation by a microcomputer, and the characteristics of the intended learners. A sample simulation program is briefly described, and an example is given of programming in BASIC which allows inputs while the program is operating and the graphics display is being generated. The BASIC commands for this routine are listed and explained. Teachers who wish to develop their own simulations are advised to consider these conditions, and the use of the BASIC programming technique is advocated as a means of developing a more varied, active simulation. Seven references are listed. (DJR)

DOCUMENT RESUME

ED 279 314 IR 012 557

Pashuk, George
Watch Your Overheads: A Guide to the Production and Use of Overhead Transparencies. Occasional Publication No. 25.
New South Wales Univ., Kensington (Australia). Tertiary Education Research Centre.
REPORT NO.- ISBN-909528-78-0
PUB DATE- Mar 84
NOTE- 12p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Guidelines; Higher Education; Illustrations; *Material Development; Overhead Projectors; Production Techniques; *Teaching Methods; *Transparencies; Visual Aids

This concise guide is designed to provide educators in universities and colleges with basic information on both the preparation and proper use of overhead transparencies for teaching purposes. Each step in the creation of high quality material is explained and illustrated, and the basic principles underlying learning from projected transparencies is stressed throughout. (Author/DJR)

DOCUMENT RESUME

ED 279 328 IR 051 799

Palmer, Joseph W.
Trends and Innovations in North American Libraries with an Emphasis on Developments in Canada, Especially Ontario. A Course Outline and Bibliographies.
PUB DATE- Dec 86
NOTE- 68p.; Supported with an award from the Canadian Embassy.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Reference Materials - Bibliographies (131)
DESCRIPTORS- Course Descriptions; *Cross Cultural Studies; Developed Nations; Foreign Countries; Higher Education; International Cooperation; *International Educational Exchange; Legislation; Library Automation; *Library Education; Library Networks; *Library Science; Resource Materials
IDENTIFIERS- *Ontario; State University of New York Buffalo

This outline for a graduate library school course at the State University of New York at Buffalo emphasizes trends and developments in North American librarianship with primary emphasis on Canada (especially Ontario). The participation of Canadian authorities as guest lecturers and field trips to Canadian libraries are important elements in the course, which was formulated as a result of the identification and examination of relevant literature, the mailing of questionnaires to over 140 Ontario librarians, visits to Canadian libraries, interviews with persons currently active on the Canadian library scene, and attendance at professional meetings held in Ontario. The syllabus is divided into the following four units: (1) Finding Out about Canadian Libraries and Librarianship (bibliographic tools for learning about Canadian libraries and librarianship, including selected Canadian general reference tools); (2) Library Automation and Networking (Ontario academic and public library networks, progress towards the development of a national decentralized bibliographic network, bibliographic utilities, Canadian-based automation systems and options); (3) Legislation (copyright, freedom of information, payment for public use, intellectual freedom and censorship); and (4) Selected Topics (other topics of interest or controversy). Bibliographies are included for each unit, and listings of basic Canadian reference tools and where to find information on Canadian libraries and librarianship are also provided. It is noted that the course outline emphasizes developments in Canada with the understanding that the course itself will compare Canadian developments with developments in the United States. (KM)

DOCUMENT RESUME

ED 279 342 IR 051 814

Zlatos, Christy
Review of Holdings in Support of the Department of Educational Media.
Auburn Univ., AL. Library.
PUB DATE- Dec 86
NOTE- 35p.; Appendix 2, pages 19-20, contains small print.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- *Academic Libraries; *Educational Media; Education Courses; Government Publications; Higher Education; Library Acquisition; Library Collection Development; *Library Collections; Reference Materials; Research Libraries; *Serials
IDENTIFIERS- Approval Plans; *Auburn University AL; Monographs

This report provides an overview of the holdings of the Auburn University Libraries, including the Ralph Brown Draughon Library, the Architecture Library, the Veterinary Medical Library, and the Haley Center collection, with particular emphasis on the holdings in support of the Department of Educational Media. A summary is provided of collections, staffs, services, interlibrary cooperation activities, and facilities of the libraries. General and specific holdings in educational media are then discussed, including current and retrospective monographs, reference publications, government documents, serials, and miscellaneous collections. Appendices include a subject profile for the Department of Educational Media holdings, a listing of educational media courses, non-subject parameters for the Blackwell-Blackwell North American approval program, and a listing of educational media core journals. (KM)

DOCUMENT RESUME

ED 279 356 JC 860 534

Thomas, Thomas K.

Mentoring in the Career Development of Illinois Community College Presidents.

PUB DATE- Oct 86
NOTE- 9p.; Paper presented at the Annual Conference of the National Council on Community Services and Continuing Education (Toronto, Ontario, Canada, October 14-17, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Career Development; *College Presidents; *Community Colleges; Interpersonal Relationship; *Mentors; Professional Development; Two Year Colleges
IDENTIFIERS- *Illinois

A qualitative study was conducted to determine the influence of mentors on the career development of Illinois community college presidents, and the extent to which those presidents were now mentoring others. In-depth interviews were conducted with 20 community college presidents in the state to gather information on mentoring characteristics and impact; the mentoring cycle; and the presidents' current role as mentors. Study findings included the following: (1) mentors performed four major functions; i.e., modeling, facilitating, teaching, and encouraging; (2) a mentoring cycle, involving stages of initiation, duration, and termination, was present in most mentoring relationships; (3) the respondents no longer had mentors when they became community college presidents, though once a president retired or was fired, he/she was open to the development of additional mentoring relationships; (4) all presidents felt they learned many of the components of a successful presidency from their mentors; and (5) all respondents indicated that they were involved in mentoring young, talented proteges, with many consciously participating in mentoring women. (EJV)

DOCUMENT RESUME

ED 279 370 JC 870 128

Ellison, Nolen M.; Smith, Janet D.
Access and Excellence: The Articulation Challenge among Urban High Schools, Community Colleges, and Four-Year Institutions.
Cuyahoga Community Coll., Cleveland, Ohio.
PUB DATE- 12 Dec 86
NOTE- 14p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Access to Education; *Affirmative Action; *Articulation (Education); *Black Students; *College School Cooperation; *College Transfer Students; Community Colleges; Curriculum Development; Educationally Disadvantaged; Higher Education; High Schools; High School Students; *Intercollegiate Cooperation; Minority Groups; Two Year Colleges; *Urban Education

The issue of educational access affects persons who live in urban areas more than any other single group in the country. The vast majority of such persons are black and economically and socially disadvantaged. A look at enrollment by geographic regions across the nation shows over 50% of all black students are concentrated in less than 2% of the public schools, and that blacks are underrepresented in postsecondary enrollments. These trends underscore the need to assure educational excellence within the areas of access, process, achievement, and transfer. To avoid the continuing trend of greater division between the educated majority and the uneducated minorities, there must be concerted efforts to build partnerships for the purpose of improving the access, opportunity, and success of high school students as they move to community and junior colleges and on to four-year colleges and universities. Specifically, effective articulation strategies related to curriculum, student support services (including student financial aid), and other policies and processes must be developed and implemented at all three levels of education. Considerable work has been done to promote the key factors of strong administrative leadership; greater emphasis on skills development; a climate of expectation of learning; and the use of assessment instruments, including projects by the National Alliance of Black School Educators, the College Board, and the Ford Foundation. (EJV)

DOCUMENT RESUME

ED 279 384 JC 870 144

Logan, Ruth
Teaching Critical Thinking Using the Scientific Process as a Model System.
Santa Monica Coll., CA.
PUB DATE- Feb 87
NOTE- 12p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Biology; Community Colleges; *Critical Thinking; Evaluative Thinking; Problem Solving; *Scientific Methodology; *Teaching Methods; Two Year Colleges

A discussion is provided of an instructional technique which has been used in a lower-division biology course to identify and clearly define critical thinking skills for students, model the skills, and give students frequent feedback by describing and evaluating what they are doing. Section I considers the links between the critical thinking and scientific processes. Section II describes the critical thinking skills that are emphasized in the course; i.e., description/definition, application, deduction and inference, and induction. Section III focuses on the use of the scientific process to teach critical thinking, defining and providing examples related to scientific hypotheses and conclusions, data analysis, the interpretation of results, and the construction and evaluation of models of the phenomena under study. Section IV considers ways in which critical thinking can be fostered by exams, offering examples of objective and essay exam questions. Finally, section V explores the role of the teacher in developing critical thinking. (LAL)

DOCUMENT RESUME

ED 279 398 PS 016 308

Stallings, Jane; Krasavage, Eileen

Peaks, Valleys, and Plateaus in Program Implementation: A Longitudinal Study of a Madeline Hunter Follow Through Project (1985 Data).

PUB DATE- Jan 86

NOTE- 75p.; Paper presented at the Family and Research Action V Conference (Lubbock, TX, January 22-24, 1986).

LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Academic Achievement; Classroom Research; Classroom Techniques; Compensatory Education; Cost Effectiveness; *Disadvantaged Youth; Elementary Education; *Elementary School Students; *Instructional Development; Kindergarten; Longitudinal Studies; Mathematics; Models; Program Effectiveness; Program Implementation; Reading; *Teaching Methods; *Time Factors (Learning)

IDENTIFIERS- Instructional Theory into Practice; Instructional Variables; *Project Follow Through

This paper reports findings from the National Institute of Education's Napa County Project, one of four follow through projects funded over a period of four years to develop and implement instructional programs that would improve teaching practices, increase students' academic engaged rates, and increase gain on reading and mathematics achievement tests. The assumptions of the follow through project were that effective staff development would lead to improved instructional practice and the improved instructional practice would help students be more productively engaged in academic tasks. In the Napa County Project, which involved two schools with the largest percentage of children eligible for Chapter I in their districts, Madeline Hunter's Instructional Theory into Practice (ITIP) was selected as the training model. After a planning phase, begun in 1981, the project implemented the training program, collected implementation and student data, and revised the training program on the basis of yearly evaluations. Instruments to measure program implementation and rate of students engaged were developed and piloted in kindergarten through fourth grade classrooms. Two additional schools were selected to provide a basis for comparisons. Results of numerous analyses indicated that the primary impact of the program culminated at the end of the second year of implementation. Reasons for the subsequent decline are briefly discussed. (RH)

DOCUMENT RESUME

ED 279 412 PS 016 360

Doyle, Anna-Beth
Negotiation and Enactment in Collaborative Pretend Play: Relations to Social Acceptance and Social Cognition.
SPONS. AGENCY- Social Sciences and Humanities Research Council of Canada, Ottawa (Ontario).
PUB DATE- 16 Dec 86
NOTE- 24p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Communication (Thought Transfer); Foreign Countries; Generalization; *Peer Acceptance; *Preschool Children; Preschool Education; *Pretend Play; *Social Cognition
IDENTIFIERS- *Canada; *Negotiation Processes; Quebec (Montreal)

Examined were the relationships of children's (1) negotiation of play context and (2) enactment of pretend episodes to (3) children's social adjustment, social acceptance and social cognition. It was predicted that negotiation and enactment of pretend play would be relatively independent, and that enactment would be strongly related to indices of social competence. Participants were 30 boys and 32 girls 4- to 5-years-old who attended three day care centers located in urban residential areas of Montreal. Frequencies of pretend play negotiation and enactment were recorded during morning indoor free play periods. Each child was observed for two 20-second focal intervals per play period, for a total of 52 intervals over 1 month. Pretend negotiation and enactment were assessed by recording their occurrence every 5 seconds during each 20-second observation interval. Six measures of social competence were collected: a teacher rating of social adjustment, one teacher and two peer measures of peer popularity, and two measures of social cognitive skill. Findings indicated that negotiation and enactment were positively correlated. In addition, negotiation and enactment correlated with indices of peer popularity. Enactment was generally more highly correlated with popularity than negotiation was. Despite significant between-center variability, findings were generally replicated across centers. (Forty-four references are provided). (Author/RH)

DOCUMENT RESUME

ED 279 427 PS 016 385

Marsh, Jill A.
Latchkey Children.
PUB DATE- 18 Nov 86
NOTE- 33p.; Exit Project, Indiana University at South Bend.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *After School Programs; Annotated Bibliographies; *Childhood Needs; Elementary Secondary Education; *Latchkey Children; Literature Reviews; Program Effectiveness; *Quality of Life; *School Age Day Care; *School Role

To increase educators' awareness of the plight of latchkey children, this study reviewed literature concerning the negative and positive effects experienced by latchkey children. Also examined were possible solutions to the problem through techniques, guidelines, and existing programs. The first section of the review provides 12 annotated citations of research on the effects of self-care. The second section presents 15 annotated citations of research and working programs being used to solve the latchkey problem. A summary of findings indicated that (1) children left in self-care may experience both negative and positive effects; (2) the environment in which a child lives has a great effect on the positive or negative factors the child experiences; (3) increased after school care for children is needed to alleviate the latchkey problem; (4) parents' choice of preferred program depends on cost, availability, and location; and (5) the use of school-based programs were seen as the logical way to utilize existing facilities. (RH)

DOCUMENT RESUME

ED 279 441 RC 016 031

Education Assistance for American Indians and Alaska Natives. 6th Edition.
California Univ., Berkeley. Graduate School of Education.
SPONS. AGENCY- Department of Health and Human Services, Washington, D.C.
PUB DATE- Jun 86
NOTE- 127p.; For the 5th edition, see ED 200 341.
GRANT- ISD-000011-06-1; ISD-31
AVAILABLE FROM- MPH Program for American Indians and Alaska Natives, School of Public Health, Earl Warren Hall, University of California, Berkeley, CA 94720 ($2.00).
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Alaska Natives; *Allied Health Occupations Education; *American Indian Education; American Indians; Graduate Medical Education; *Health Occupations; Higher Education; *Information Sources; *Medical Education; Medical Schools; Minority Groups; Public Health; Scholarships; State Federal Aid; *Student Financial Aid; Student Loan Programs; Tribes
IDENTIFIERS- Bureau of Indian Affairs; Indian Health Service

Written for students and their parents, this guide focuses on health careers for American Indians and Alaska Natives while providing general information about financial support for college education. Material is presented in nine chapters that cover background information on health careers, information and scholarships for medical schools and related health professions, Master of Public Health (MPH) Program for American Indians and Alaska Natives, Bureau of Indian Affairs Higher Education Grant Program, Title IV grants from the United States Department of Education, tribal scholarships and loans, financial aid from schools, nationwide foundation and organizational support, and alternatives to scholarships. Numerous directories and resource lists are provided including 17 scholarships and 10 loans for minority group students pursuing health careers, 30 medical schools with programs for American Indian students, sources of tribal scholarships and loans, and 24 schools of public health in the United States and Canada. The financial aid from schools section gives addresses, contact persons, and types of help available from over 300 colleges and universities with separate Native American studies centers. The appendix includes a sample letter requesting scholarship information, a sample resume, a worksheet for determining college costs, an application checklist, and general words of advice and encouragement. (JHZ)

DOCUMENT RESUME

ED 279 454 RC 016 126

Deloria, Vine, Jr.
Indian Studies--the Orphan of Academia.
PUB DATE- 86
NOTE- 8p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Journal Articles (080)
DESCRIPTORS- *American Indian Education; American Indians; *American Indian Studies; College Faculty; Cultural Education; Educational Change; Educational Improvement; Educational Needs; Ethnic Studies; Higher Education; *Intellectual Disciplines; *Minority Group Teachers; Opinions; Problems; Student Characteristics; *Student Personnel Services; Student Placement; Teacher Role; Universities
IDENTIFIERS- *Role Ambiguity

The field of Indian Studies has been forced to bear unusual burdens in its effort to establish itself at the university. Many of the first Indian Studies programs were so involved in student relations that academic content was shoved into the background preventing Indian academics from following tenure track positions at the university level. Student discipline is difficult to maintain--as it is in any ethnic studies program. The mistaken expectation that Indian Studies will teach Indian culture creates problems with both Indian and non-Indian students. Indian staff are overloaded with administrative duties that require minority representatives; they are expected to provide diverse and far-reaching support for Indian students and to set an "example." Finally, and most seriously, a majority of Indians reaching college are not prepared for college work. In spite of all these problems, the potential of Indian Studies programs remains high, and steps should be taken to improve them. College entrance tests should be used to identify the large number of Indian students who need additional academic training before college. These students should not go directly to college but to a transitional program where they can gain necessary skills to succeed in college. (JAZ)

DOCUMENT RESUME

ED 279 468 RC 016 140

Lawless, Ken
A Migrant Educator's Resource Kit: Where to Find the Help You Need. Harvesting the Harvesters. Book 3.
State Univ. of New York, Potsdam. Coll. at Potsdam.
SPONS. AGENCY- Department of Education, Washington, DC.; New York State Education Dept., Albany. Bureau of Migrant Education.
PUB DATE- Oct 86
NOTE- 17p.; For related documents, see RC 016 138-147. Photographs will not reproduce clearly.
AVAILABLE FROM- School of Professional Studies, Potsdam College, Potsdam, NY 13676.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Correspondence Study; *Educational Resources; Elementary Secondary Education; Federal Programs; High School Equivalency Programs; *Information Centers; Information Networks; Information Seeking; *Information Sources; Inservice Teacher Education; *Migrant Children; *Migrant Education; Migrant Problems; Migrant Workers; National Programs; Preservice Teacher Education; State Programs; Teacher Responsibility; Units of Study
IDENTIFIERS- Migrant Educators National Training OutReach

This third in a series of 10 study units for a Migrant Educators' National Training OutReach (MENTOR) correspondence course provides names, addresses, and descriptions of more than 35 federal, state, and private agencies, publications, services, programs, and support networks concerned with the education and welfare of migrant children. It suggests other sources for material and support, such as religious groups and industrial organizations. Designed for use in preservice or inservice teacher education, the unit emphasizes teacher responsibility to learn about, stay in touch with, and share information about issues and resources in migrant education. The unit discusses identifying/recruiting migrant children and provides a basic interview pattern for determining migrant education program eligibility. It discusses the Migrant Student Record Transfer System and the migrant educator's role in making the system work. Other described programs include National

Association of State Directors of Migrant Education (NASDME), High School Equivalency Program/College Assistance Migrant Program (HEP/CAMP), Portable Assisted Study Sequence (PASS), Challenging Options in Career Education (CHOICE), Migrant Education Resource List and Information Network (MERLIN), East Coast Farmworkers Support Network, and National Migrant Worker Council. A list of publications and organizations concerned about pesticide use and addresses of state offices of migrant education are included. (LFL)

DOCUMENT RESUME

ED 279 481 RC 016 156

Eaton, Marie
Living, Learning and the Arts: Integrating Arts into the Curriculum in Rural Schools.
PUB DATE- Oct 85
NOTE- 20p.; Paper presented at the Annual National Rural Teacher Education Conference (1st, Bellingham, WA, October 9-11, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Art; Art Education; *Art Expression; Creative Development; Curriculum Enrichment; Educational Philosophy; Elementary Secondary Education; *Fine Arts; *Integrated Curriculum; *Learning Processes; *Rural Education; Rural Schools; Small Schools

The arts should be considered part of the basic content of any school curriculum. The arts teach us about the central nature of what it means to be human. They are an essential part of the curriculum for all learners across all ranges of abilities and talents in all schools, but perhaps especially in rural schools, where access to museums, the symphony, or ballet may be more restricted than in urban areas, and music and art specialists may not be a part of the school staff. The arts--music, poetry, visual imagery--can be powerful tools for enabling learning, and many theories attempt to explain how music and visual symbols help us "fix" information in our minds. The arts can be used very successfully to create the anticipatory set that prepares the learner at the emotional/feeling level for the cognitive content. Beyond the content they carry and the culture they provide, the arts serve as a tool for learning how to learn. The arts can also be integrated into the curriculum by using artistic expression as a means of demonstrating conceptual understanding of a body of knowledge. Finally, students' creation of art forms can make learning a joyful process. (JHZ)

DOCUMENT RESUME

ED 279 497 SE 047 762

Fox, Joan; And Others
Comprehensive Instructional Management System (CIMS). A Cyclical Mathematics Curriculum. Workbook Part 2. Experimental. Level 3.
New York City Board of Education, Brooklyn, N.Y. Div. of Curriculum and Instruction.
REPORT NO.- Curric-03-2003-22; ISBN-88315-547-8
PUB DATE- 86
NOTE- 118p.; For Part 1 workbook, see SE 047 761; for teacher manuals, see SE 047 763-764.
AVAILABLE FROM- New York City Board of Education, Curriculum Editorial and Production Unit, Office of Curriculum Development and Support, Room 613, 131 Livingston St., Brooklyn, NY 11201.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Drills (Practice); *Educational Objectives; *Elementary School Mathematics; Grade 3; *Instructional Materials; *Mathematics Curriculum; *Mathematics Instruction; Primary Education; Teacher Developed Materials; Workbooks
IDENTIFIERS- New York City Board of Education
The activities in this workbook are designed to provide pupils with practice in mastering the performance objectives of the Comprehensive Instructional Management System in mathematics for Level 3, Part 2, in New York City schools. It follows the sequence of the teacher's manual, with the objective number listed on each page. Over 80 performance objectives are listed, followed by worksheets for pupils. (MNS)

DOCUMENT RESUME

ED 279 513 SE 047 780

Lee, Okhee; Gallagher, James J.
Differential Treatment of Individual Students and Whole Classes by Middle School Science Teachers.
PUB DATE- Mar 86
NOTE- 32p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (59th, San Francisco, CA, March 28 - April 1, 1986).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Case Studies; *Classroom Environment; Educational Philosophy; Elementary Education; *Elementary School Science; *Middle Schools; Science Education; *Science Instruction; *Science Teachers; Teacher Student Relationship; *Teaching Styles
IDENTIFIERS- *Science Education Research

Derived from the perspective which views teachers and students as rational humans with limited capacity of perception and reasoning, this study describes how teachers differentially treat students and examines what underlies the differential treatment. Three science teachers from an urban middle school in the Midwest participated in the study. Classes were observed; formal and informal interviews with teachers, administrators, and students were held; and various kinds of instructional materials were gathered. Findings are summarized as they relate to treatment of whole classes, individual students, and teachers' perceptions of their role. Teachers' treatment of whole classes is described under the topics of content taught, teaching strategies, attitudes toward students, and evaluation of students' performance. Teachers' treatment of individual students is reported based on their actions in handling disruptive, passive, and highly motivated and able students. An overview is presented on how teachers differentially perceived their whole classes and individual students within a class. The possible reasons behind teachers' perceptions and actual treatments are then discussed. A reference list is also included. (ML)

DOCUMENT RESUME

ED 279 528 SE 047 796

Development of Marine Sciences in Arab Universities. Meeting of Experts Held at the Marine Science Station (Aqaba, Jordan, December 1-5, 1985). Unesco Reports in Marine Science 39.

United Nations Educational, Scientific, and Cultural Organization, Paris (France). Div. of Marine Sciences.

PUB DATE- 86

NOTE- 94p.

AVAILABLE FROM- Unesco Press, 7 place de Fontenoy, 75700 Paris, France.

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Collected Works - Proceedings (021)

DESCRIPTORS- *College Science; *Course Descriptions; Foreign Countries; Higher Education; *Marine Education; National Programs; Research and Development; *Science Curriculum; Science Education; Science Instruction; Scientific Research; *Universities

IDENTIFIERS- *Arab States; UNESCO

The "Unesco Reports in Marine Science" are designed to serve as a complement to the "Unesco Technical Papers in Marine Science." This report focuses on the current situation in marine sciences in Arab universities. A special meeting was convened in Jordan during December, 1985, to discuss the objectives of teaching and research in the marine sciences in Arab universities. This report reviews the concerns addressed at this meeting. Topics discussed include: (1) the objectives of marine science teaching and research; (2) the present situation of marine sciences in Arab universities; (3) educational systems at undergraduate levels; (4) postgraduate studies and research; (5) problems facing marine sciences and suggested solutions; (6) proposal for the formation of a union of Arab marine scientists; and (7) recommendations. Also included are annexes which contain the meeting's recommendations, participant list, agenda, document list, and the complete text of a working paper on the status of marine sciences in Arab universities. (ML)

DOCUMENT RESUME

ED 279 544 SE 047 815

Where the Wild Things Are: A Directory of Wisconsin Environmental Education and Nature Centers.

Wisconsin State Dept. of Natural Resources, Madison.

REPORT NO.- IE-006
PUB DATE- 86
NOTE- 41p.
AVAILABLE FROM- Wisconsin Department of Natural Resources, Bureau of Information and Education, P.O. Box 7921, Madison, WI 53707.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Adventure Education; Elementary Secondary Education; *Environmental Education; Experiential Learning; Government Publications; Natural Resources; *Nature Centers; Outdoor Activities; Outdoor Education; *Parks; Physical Environment; *Recreational Facilities; *Residential Programs; State Agencies; Summer Programs; Trails
IDENTIFIERS- *Environmental Education Centers; Informal Education; *Wisconsin

Based on the idea that natural areas can provide some of the formal educational needs of schools and informal educational needs of the public, this document provides a listing of environmental education centers and nature centers in Wisconsin. Information about various facilities is organized and presented by geographic area. Descriptions of each facility include: (1) owners/operators; (2) the months/hours of operation; (3) fees (if any); (4) a short description of the sites/facilities; and (5) a synopsis of the activities and/or programs available. An index to the facilities and a list of other environmental education resources are included. The document also contains articles about state lands and local resources, classroom approaches to environmental education, school forests, and state parks and recreation areas. (TW)

ED 279 170 FL 016 478

Flognfeldt, Mona E.

The Semantics and Pragmatics of Deverbal Nouns Ending in -ee: A Report on Work in Progress.

PUB DATE- 84

NOTE- 12p.; In: Ringbom, Hakan, Ed.; Rissanen, Matti, Ed. Proceedings from the Nordic Conference for English Studies (2nd, Hanasaari/Hanaholmen, Finland, May 19-21, 1983); see FL 016 498.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *English; *Etymology; Idioms; Language Research; Language Typology; Language Usage; Language Variation; Linguistic Theory; *Nouns; *Pragmatics; *Semantics; Structural Analysis (Linguistics); Verbs

IDENTIFIERS- *Word Formation

A study of English nouns derived from verbs and ending in "-ee" is outlined. The objective was to determine whether those nouns exhibit verbal characteristics (aspectual, temporal, or modal) that can be attributed to their derivation from verbs. The study examined 209 nouns. Progress made in the investigation of four hypotheses is described. The hypotheses are: (1) the suffix "-ee" is the surface reflex of an underlying case role combined with the basic verb from which the noun is derived; (2) deverbal nouns in "-ee" contain certain aspectual markers as part of their meaning; (3) an "-ee" noun is coined, together with its corresponding agent noun in "-er/-or," as the ad hoc name of one of the participants in a situation, the human being who is in some way acted upon; and (4) with some important exceptions, "-ee" nouns denoting persons subject to a change of status are most likely to be idiomatized. (MSE)

ED 279 186 FL 016 494

Altenberg, Bengt
Lexical and Sex-Related Differences in Spoken and Written English: Some Results of Undergraduate Research at Lund University.
PUB DATE- 84
NOTE- 21p.; In: Ringbom, Hakan, Ed.; Rissanen, Matti, Ed. Proceedings from the Nordic Conference for English Studies (2nd, Hanasaari/Hanaholmen, Finland, May 19-21, 1983); see FL 016 498.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Students; Comparative Analysis; *English; Foreign Countries; Higher Education; Language Styles; *Language Usage; Language Variation; *Oral Language; Phrase Structure; Research Papers (Students); *Research Projects; Research Skills; *Sex Differences; Vocabulary; Word Frequency; Writing Instruction; *Written Language
IDENTIFIERS- *Lund University (Sweden)

A number of studies written by Swedish students of English in a university research and writing skills program focused on lexical and sex-related differences between spoken and written English. The lexical studies all confirmed the existence of two divergent modes of communication, a spoken "verbal" style and a written "nominal" style. The reports show the contrasts between the styles as systematic and fundamental, involving categories and structures at all levels of linguistic organization and closely related to the contrast between face-to-face conversation and public expository prose. The studies have confirmed and enriched each other from widely different viewpoints and agreed with the findings of other comparable studies. The studies of sex-related language differences have sometimes agreed with each other but have often given a confusing picture of non-significant or conflicting tendencies. They have shown that more research is necessary to disentangle the many sex-related variables in conversational behavior. However, the studies show that projects of this kind can be of great value and can contribute to the understanding of various aspects of spoken and written English. (MSE)

ED 279 202 FL 016 517

Staton, Jana, Ed.; And Others
Dialogue, Volume 3 Nos. 1-4, December 1985-December 1986.
Center for Applied Linguistics, Washington, D.C.
PUB DATE- Dec 86
NOTE- 50p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Serials (022) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Adult Basic Education; Classroom Communication; Classroom Techniques; Computer Software; Computer Uses in Education; Creativity; Cultural Awareness; Deafness; *Dialogs (Language); Elementary Secondary Education; *English (Second Language); *Interpersonal Communication; *Limited English Speaking; Literacy Education; Marketing; Migrant Education; Primary Education; Reading Comprehension; Reading Instruction; Student Evaluation; Teacher Effectiveness; Teacher Role; *Teacher Student Relationship; Writing Instruction
IDENTIFIERS- *Dialogue Journals

These four issues of a bulletin on the use of dialogue journals in foreign language teaching include these articles: "Dialogue Journals and Reading Comprehension"; "Secret Messages: Dialogue Journals as a Reading Event"; "The Teacher's Writing as Text"; "Using Dialogue Journals in Reading Classes"; "Effective Teacher Change: A Focus on the Individual"; "ESL Teachers as Language Advocates for Children"; "'Sheltered English' Applied to Writing"; "Writing and Reflecting on Writing"; "Making Language Connections: Writing in ESL Pull-Out Classes"; "Using Dialogue Journals to Develop a Discourse-Based Performance Measure"; a review of "Teacher Strategies: Linguistic Devices for Sustaining Interaction" (a dissertation); "'How Is Your Weekend and What Did You Do': Second Language Learners' Understanding of Audience"; "The Dialogue Journal and Migrant Education"; "Features of Semi-Literate Writing: One Student's Development"; "Using Dialogue Journals for a More Meaningful Cultural Orientation Class"; "Moving Students from Frozen to More Creative Language Use"; "Yes, Teacher, There Is Hope!"; "A Principal's View of Dialogue Journals"; "The Safety Valve"; "Dialogue in Marketing Education"; "Time--The Greatest Gift"; "Research on Teacher Strategies: Exploring the Effects of Glib Responses to Journal Entries"; "Mapping Conversational Roles"; and "Interactive Writing with Computers: One Solution to the Time Problem." Recent publications and notes from the field are also included. (MSE)

ED 279 259 HE 020 094

Boyer, Ernest L.
College: The Undergraduate Experience in America.
Carnegie Foundation for the Advancement of Teaching, New York, N.Y.
REPORT NO.- ISBN-0-06-015507-8
PUB DATE- 87
NOTE- 328p.
AVAILABLE FROM- Harper & Row, Publishers, Inc., 10 East 53rd Street, New York, NY 10022 ($19.95).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Books (010) Reports - Research/Technical (143)
DESCRIPTORS- Articulation (Education); Bachelors Degrees; *College Admission; College Bound Students; College Choice; College Housing; Extracurricular Activities; Faculty Workload; *General Education; Higher Education; Language Skills; Learning Experience; Majors (Students); National Surveys; *Student Adjustment; Student Characteristics; *Student Experience; Student Recruitment; *Teacher Responsibility; *Undergraduate Study

The experience of baccalaureate-level students in the United States is considered with particular attention to the way college structures and procedures affect students' lives. During fall 1984, site visits by 16 observer-reporters were made to 29 colleges and universities representing liberal arts colleges, comprehensive colleges, doctorate-granting institutions, and research universities. National surveys of 5,000 faculty members and 4,500 undergraduates were also undertaken to obtain information about faculty and students: their age, sex, ethnicity, academic achievement, and their views about teaching and learning. To learn about a student's transition from school to college, a special survey of grade 12 students and their parents was conducted, based on a random sample of 1,187 students in 196 high schools, along with telephone interviews with 232 high school counselors and admissions officers at the 29 site visit colleges. The status of general education was examined through a survey of 1,310 chief academic officers. Key issues identified include the marketing of higher education, discrepancy between students' academic preparation and faculty expectations, fragmented curriculum, faculty divided loyalties and conflicting career concerns, and confusion over goals. Several special studies were commissioned to provide additional information. A "Guide to a Good College" is included as the epilogue. (SW)

ED 279 273 HE 020 119

Power, Jane, Ed.
Higher Education Reform: The NEA Perspective and New Policy Statements Highlight NEA Perspective.
National Education Association, Washington, D.C.

PUB DATE- Jan 87
NOTE- 15p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Freedom; Academic Persistence; Access to Education; Accreditation (Institutions); Accrediting Agencies; College School Cooperation; Curriculum Development; *Educational Change; Educational Finance; *Educational Policy; Faculty Evaluation; Graduate Study; Higher Education; Position Papers; *Professional Associations; Professional Education; Remedial Programs; Research; Student Evaluation; Teacher Salaries; Tenure
IDENTIFIERS- *National Education Association

National Education Association (NEA) policy statements on areas of higher education reform are considered in two newsletter issues. The policy statements were drafted by an advisory group of seven NEA members from both two-year and four-year institutions. The advisory group reviewed existing NEA policy and addressed the reform reports of various national commissions from a faculty perspective. The text of the advisory group's report appears in volume 4, number 6. The following areas are covered: academic and intellectual freedom and tenure in higher education; teacher education reform; a proposal to continue and expand NEA programs on school-college partnerships; access, remediation, and retention in higher education; student assessment programs in higher education; faculty evaluation; professional compensation and higher education finances; graduate and professional education; research in higher education; accreditation; curriculum reform; and vocational education. Themes that run through the advisory group's report include: misuse of part-time faculty and academic and intellectual freedom; faculty control of student assessment and the goal of academic integrity; and faculty responsibility for developing faculty evaluation procedures. (SW)

ED 279 315 IR 012 558

Coscarelli, William C.; White, Gregory P.
The Guided Design Guidebook: Patterns in Implementation.
West Virginia Univ., Morgantown. National Center for Guided Design.
PUB DATE- 86
NOTE- 188p.
AVAILABLE FROM- National Center for Guided Design, 137 Engineering Sciences, West Virginia University, Morgantown, WV 26506 ($10.00).
LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adoption (Ideas); *Change Strategies; Course Organization; Educational Change; Group Activities; *Instructional Development; Instructional Innovation; *Instructional Systems; Material Development; *Program Implementation; *Teaching Methods
IDENTIFIERS- Audiotutorial Instruction; *Guided Design; Personalized System of Instruction

Primarily intended for those who know the basics of guided design, this book provides a pattern to follow in developing a guided design course. An introductory section provides a background for patterns as characteristic features of and problems to be solved in guided design and surveys three major instructional systems--Audio-Tutorial, the Personalized System of Instruction, and Guided Design--and describes several of their commonalities as instructional systems. The first of two major sections of the book focuses on the development of materials for a guided design course, including the organization of course content, development of instructional units, and planning group projects. The second section concentrates on teaching the course, beginning with experiences that introduce students to the guided design process, procedures for the course, and the social aspects of introducing an innovation to students and colleagues. Three significant barriers to change--student resistance, class size, and other faculty--are addressed, and advice is given to minimize all three. Finally, the guide suggests some patterns of operation that are likely not only to overcome the resistance of other faculty, but possibly to get them interested in changes that are being made. Several figures are provided for illustrative purposes, and appended materials include transition materials, peer evaluation forms, a FORTRAN program for class recordkeeping, and sample guidelines for project grading. A 13-item bibliography is also provided. (DJR)

ED 279 343 IR 051 815

Woodsworth, Anne

The Roles and Responsibilities of the Senior Information Manager at Selected American Universities. Final Report.

Pittsburgh Univ., Pa.

SPONS. AGENCY- Council on Library Resources, Inc., Washington, D.C.

PUB DATE- Oct 86

NOTE- 41p.

GRANT- CLR-4019

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- Academic Libraries; *Administrative Organization; Administrator Attitudes; *Administrator Role; Decision Making; Educational Background; Higher Education; *Library Administration; Library Automation; Occupational Information; Questionnaires; Research Libraries; *Research Universities; Responsibility

IDENTIFIERS- Association of Research Libraries; *Computer Services; *Information Management

This study focused on the roles, responsibilities, reporting relationships, and background of senior information managers at universities with Association of Research Libraries (ARL) member libraries, and on their relationships with library directors. Data for the study were collected from preliminary questionnaires distributed to 91 library directors, telephone interviews conducted with a smaller sample of the original respondents, and interviews with senior information managers. Study results include the following observations: (1) the position of senior information manager has been established in one-third of the universities surveyed; (2) the senior information manager tends to report at the same level in the administrative hierarchy as the library or computer center director; (3) senior information managers report a greater degree of responsibility and authority for library automation activities than library directors acknowledge that they have; (4) the most significant area of responsibility and authority of the senior information manager is in academic computer services; and (5) most of the institutions have at least one active university-wide committee for the formulation of policy about information technology and information systems. A 26-item bibliography is provided, and appendices include a listing of the institutions surveyed, an outline of study activities and timeframe, and the study questionnaire. (KM)

ED 279 357 JC 870 096

Edmonson, William F.
An Instructional Cost Estimation Model for the XYZ Community College.
PUB DATE- Dec 86
NOTE- 11p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Budgeting; *Community Colleges; *Cost Effectiveness; *Cost Estimates; Costs; *Educational Finance; Enrollment; Expenditures; Models; Two Year Colleges

An enrollment-driven model for estimating instructional costs is presented in this paper as developed by the Western Interstate Commission for Higher Education (WICHE). After stating the principles of the WICHE planning system (i.e., various categories of data are gathered, segmented, and then cross-tabulated against one another to yield certain measures of "resource productivity" and cost), an example of the application of the model for a fictitious institution, XYZ Community College, is presented. Summaries of the fall semester enrollment data; student enrollment by division and student contact hours by division; and faculty salaries by division are presented first, followed by projections of (1) direct faculty costs per student contact hour (SCH), as determined by dividing the division costs by the total SCH's in each division; (2) division student workload, as determined by dividing SCH's in each division by the number of faculty members in that division; and (3) faculty staffing adjustments to correct variances. Concluding comments discuss possible applications of the cost estimation model in studying the implications of alternative instructional and programmatic decisions. (LAL)

ED 279 385 JC 870 145

Evaluation of Mail Registration.
San Diego Community Coll. District, CA. Research and Planning.
PUB DATE- Oct 86
NOTE- 56p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Community Colleges; Enrollment Influences; *Enrollment Trends; Evaluation Methods; Program Evaluation; Questionnaires; *School Catalogs; *School Registration; School Surveys; *Student Attitudes; Student Characteristics; Two Year Colleges
IDENTIFIERS- *Mail Registration

The San Diego Community College District (SDCCD) implemented mail registration for all continuing students in spring 1986. In fall 1986, a comprehensive evaluation of the registration system was conducted to assess the impact of mail registration on student enrollment, to determine the impact of mailing class schedules to students' homes, to determine why students chose to enroll in person given the mail registration option, to receive feedback on the clarity of registration materials and the logistics of the process, and to compile a brief profile of students enrolling by mail. A direct mail survey of all continuing students who enrolled by mail for fall 1986 (N=8,125) and an intercept survey of continuing students who enrolled in person (N=4,638) were conducted. Study findings, based on a response rate of 26.3% to the mailed survey and 80.8% to the intercept survey, included the following: (1) 6% of those who enrolled by mail would not have enrolled at all if they had had to enroll in person; (2) 18% would not have enrolled by mail if they had not received their schedule of classes in the mail; (3) over 24% of those who enrolled in person said they did so because they could not pay the fees 2 months in advance; and (4) 17% experienced problems with mail registration. The survey instruments are appended. (LAL)

ED 279 413 PS 016 361

Kentucky Kindergartens: Guidelines, Recommendations, and Regulations.
Kentucky State Dept. of Education, Frankfort. Div. of Program Development.
PUB DATE- 5 Mar 85
NOTE- 60p.; Some figures contain small print.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Classroom Design; *Classroom Environment; *Classroom Techniques; Curriculum Design; Disabilities; *Elementary School Curriculum; Gifted; Guidelines; *Kindergarten; Kindergarten Children; Multicultural Education; Parent Participation; Preschool Teachers; Primary Education; Recordkeeping; State Programs; Student Characteristics; Student Evaluation
IDENTIFIERS- *Kentucky

This publication presents the principles and recommendations underlying the design of curricula for Kentucky's kindergarten children. Contents focus on (1) characteristics of the kindergarten child; (2) assessment of the kindergarten child; (3) recording, reporting, and evaluating; (4) the exceptional kindergarten child, with particular attention given to Kentucky's individualized kindergartens, Project KIK; (5) the gifted/talented kindergarten child; (6) competencies the child may have achieved by the end of kindergarten; (7) the learning environment and related concerns, including the classroom, classroom management, and daily schedules; (8) suggested kindergarten curriculum units; (9) suggested floor plans; (10) the kindergarten teacher; (11) the kindergarten assistant; (12) parent involvement; (13) multicultural education; (14) community resources; and (15) retention in grade. Appendices provide lists of Kentucky's kindergarten regulations, professional organizations concerned with kindergarten education, and health requirements, as well as a sample report card. (RH)

ED 279 428 PS 016 386

Griswold, Philip A.
Parent Involvement in Unusually Successful Compensatory Education.
Northwest Regional Educational Lab., Portland, Oreg.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- Apr 86
NOTE- 17p.; Paper presented at the Annual Meeting of the American Educational Resarch Association (67th, San Francisco, CA, April 16-20, 1986).
CONTRACT- 300-82-0277
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Compensatory Education; *Disadvantaged Youth; *Educationally Disadvantaged; Elementary Secondary Education; *Information Needs; *Parent Participation; Parent School Relationship; Parent Student Relationship; Program Effectiveness; Program Evaluation
IDENTIFIERS- Parent as a Teacher

Parent involvement activities from 116 unusually successful Chapter 1 projects for educationally disadvantaged students were evaluated. The activities were found to be similar to activities in earlier projects under Title 1, and generally initiated by the school. Common activities included parent committees, parent-teacher interaction opportunities, and workshops demonstrating instructional activities that can be used at home. Experts and researchers in the field of parent involvement advocate home reinforcement of school learning, where parents are trained to supplement school work at home, and to monitor and encourage their children's learning. Although it cannot be said that successful Chapter 1 projects overlook home reinforcement, it surely seems to be underemphasized; perhaps due more to a lack of information of what and how to implement than a contrary philosophy. (Author/RH)

ED 279 455 RC 016 127

Morris, C. Patrick
Native American Studies: A Personal Overview.
PUB DATE- 86
NOTE- 9p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Journal Articles (080)
DESCRIPTORS- *American Indian Education; *American Indian Studies; Community Services; Curriculum; Educational Cooperation; Higher Education; *Intellectual Disciplines; *Professional Associations; Program Content; *Program Improvement; Relevance (Education); Research Design; Standards; *Student Personnel Services

Native American Studies programs, however small, are the Native community's academic foothold in higher education. To maintain and expand this foothold of approximately 105 programs on university and college campuses throughout the United States, Native American Studies must continue to develop its professional capacity to act as an "independent prosecutor-advocate" in higher education on behalf of Native people. To do this, Native American Studies must achieve the quality and breadth of responsibilities required of other disciplines: the teaching of a well-organized and defined curriculum; the development of a sustained and creative research mission; and programs of service that meet the needs of the Native community, the public, and the profession. Professional standards need to be adopted that articulate the discipline's dual, and often conflicting, responsibilities to both Native and academic communities. In the United States, the lack of a nationally recognized professional association continues to inhibit coordination and cooperation between existing Native American Studies programs and--even more important--it has denied Native American Studies an international voice with which to affect events involving Native people and communities throughout the world. (JHZ)

ED 279 482 RC 016 157

Ramirez, Genevieve M.
Retention of the Latino University Student: The Case of CSULB.
PUB DATE- 86
NOTE- 69p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; Academic Education; *Academic Persistence; College Curriculum; *College Students; Cultural Influences; Educational Needs; *Educational Strategies; Ethnic Groups; Higher Education; *Hispanic Americans; Minority Groups; Questionnaires; *School Holding Power; *Student Characteristics; Student Motivation
IDENTIFIERS- *California State University Long Beach; Student Affirmative Action Outreach Program CA; Student Surveys

This study examines the characteristics, needs, and actual experiences of Latino (Mexican American/Chicano and other Hispanic) students enrolled at California State University, Long Beach (CSULB), through identification of Hispanic demographic characteristics from university records, comparison of Student Affirmative Action Outreach Program (SAA) participants with non-participant Latino peers, and random sample interviews with SAA participants. Although Latino CSULB enrollment grew from 5.4% to 8.7% from 1975 to 1985, Latinos, who comprise 18.1% of California high school graduates, are greatly underrepresented. Of SAA Latino students entering CSULB in 1982-83, 73% had been retained to begin their fourth year in 1985 or had graduated. Findings indicate academic failure/difficulty results from unrealistic expectations, lack of clear personal goals deemed attainable, general alienation from the institutional mainstream, and interference of external circumstances. Factors favoring academic persistence/performance include parental influence, early expectations for higher education, appropriate course scheduling incorporating skills development classes with academic solids, and clear career/major direction. Recommendations offered to enhance Latino student retention include providing academic support programs for new students; staffing programs with professionals; and offering programs with advisor controlled scheduling, supplementary/tutorial instruction, career exploration/planning, financial aid/evaluation, incentives for campus organizational/activity involvement, help in identifying career-related internships, and intensive intervention for unsatisfactory progress. (NEC)

Fox, Joan; And Others

Comprehensive Instructional Management System (CIMS). A Cyclical Mathematics Curriculum. Part 1--Teacher. Experimental. Level 3.

New York City Board of Education, Brooklyn, N.Y. Div. of Curriculum and Instruction.

REPORT NO.- Curric-00-6003-22; ISBN-88315-520-6

PUB DATE- 86

NOTE- 438p.; For Part 2 teachers manual, see SE 047 764; for workbooks, see SE 047 761-762.

AVAILABLE FROM- New York City Board of Education, Curriculum Editorial and Production Unit, Office of Curriculum Development and Support, Room 613, 131 Livingston St., Brooklyn, NY 11201.

LANGUAGE- English

EDRS Price - MF01/PC18 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- Curriculum Guides; *Educational Objectives; *Elementary School Mathematics; Grade 3; *Learning Activities; *Mathematics Curriculum; *Mathematics Instruction; Primary Education; Teacher Developed Materials; Teaching Methods; Worksheets

IDENTIFIERS- New York City Board of Education

The major goal of the Comprehensive Instructional Management System for mathematics is to provide the classroom teacher in New York City with a well-structured, objective-based curriculum. This first part of the manual for Level 3 includes modules for 14 topics: (1) numbers and numeration; (2) addition of whole numbers; (3) subtraction of whole numbers; (4) multiplication of whole numbers; (5) division of whole numbers; (6) fractions; (7) decimals; (8) integers; (9) geometry; (10) measurement; (11) algebraic concepts; (12) graphs, probability and statistics; (13) problem solving; and (14) review. The recommended instructional sequence is listed, followed by the content listed by topic. Reinforcement of previously learned skills is incorporated. Each objective is considered, with vocabulary, activities for getting started, and teaching strategies to use. The pupil's worksheets are interspersed. Resource materials, symbols, and equipment lists are included. (MNS)

ED 279 514 SE 047 781

Mathematics 7 Syllabus.

New York State Education Dept., Albany. Bureau of Curriculum Development.

PUB DATE- 86
NOTE- 105p.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Course Descriptions; Curriculum Development; Grade 7; Junior High Schools; *Learning Activities; *Mathematics Curriculum; *Mathematics Instruction; Mathematics Materials; Resource Materials; *Secondary School Mathematics; *Teaching Methods
IDENTIFIERS- *New York

This syllabus for grade 7 was designed to improve the problem-solving abilities of students while continuing a natural development of mathematical skills and concepts. Seven major strands are provided under the following unit titles: (1) "An Introduction to Problem Solving"; (2) "Number Concepts"; (3) "Ratio, Proportion, and Percent"; (4) "Probability and Statistics"; (5) "Algebra and Coordinate Geometry"; (6) "Computer Awareness"; and (7) "Geometry and Measurement." Following the statement of goals and objectives, a content outline and suggested time allotments are presented. Detailed suggestions to teachers are given for each strand, with background information, learning activities with materials and diagrams, and examples included for each topic on the content outline. Evaluation is considered briefly, and appendices present the Statement of Regents Goals (1984), comments on providing for students with handicapping conditions, and the content outline for grade 8. (MNS)

ED 279 529 SE 047 797

Conway, Lorraine
Learning about Chemistry Concepts. Superific Science Book VIII. A Good Apple Science Activity Book for Grades 5-8+.
REPORT NO.- ISBN-0-86653-100-9
PUB DATE- 83
NOTE- 70p.
AVAILABLE FROM- Good Apple, Inc., Box 299, Carthage, IL 62321-0299 (GA460; $5.95).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Chemical Nomenclature; *Chemistry; Demonstrations (Educational); Elementary Education; *Elementary School Science; *Experiential Learning; Games; Intermediate Grades; Junior High Schools; Molecular Structure; *Science Activities; Science Education; *Science Experiments; *Science Instruction

Based on the idea that active participation stimulates the processes by which learning takes place, this document provides teachers and students with a variety of information and learning activities dealing with chemistry. Basic concepts about chemistry are presented through the use of laboratory experiments, demonstrations, worksheet exercises and games. Various activities focus on: (1) matter; (2) molecules; (3) atoms; (4) elements and compounds; (5) chemical symbols; (6) air (as a mixture of gases); (7) the periodic table; (8) how chemical symbols are used; (9) acids and bases; (10) precipitates; (11) emulsifiers; (12) solutions; (13) fission and fusion; and (14) isotopes. The amount of time required for completion of the activities varies from a few minutes to an entire class period. Included are reproducible handouts for many of the activities, along with quizzes, self-checks, and an answer key. (TW)

Girls in Science and Technology

National Swedish Board of Education, Stockholm.

PUB DATE- Nov 86
NOTE- 10p.
AVAILABLE FROM- Skoloverstyrelsen, National Board of Education, Information and Documentation Section, S-106 42 Stockholm, Sweden (no charge).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Collected Works - Serials (022)
DESCRIPTORS- *Females; Foreign Countries; Naturalistic Observation; Qualitative Research; Science Education; Secondary Education; *Secondary School Science; Sex Differences; *Student Attitudes; Technology
IDENTIFIERS- Science Education Research; *Sweden

Girls tend, far less than boys, to opt for science or technical subjects in upper secondary school and higher education. A plan to study females' experiences, ideas, and attitudes to science and technology is reviewed in this report. The study's intent is to follow two groups of Swedish students from the beginning of grade 7 to their choice of upper secondary school in grade 9. The observations will concentrate on physics, chemistry, and technology because it is these subjects, not biology, which are believed to be stumbling blocks for girls. The study will employ a qualitative method, using several different techniques, lesson observations, talks with teachers, questionnaire surveys, and interviews. Since this report is a preliminary review of the project, only general impressions of the first year's progress are stated. (ML)

ED 279 155 FL 016 411

Reed, Leslee; Peyton, Joy Kreeft
Dialogue Journals--An Important Management Tool in the Multicultural Classroom.
PUB DATE- 87
NOTE- 20p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Classroom Techniques; Communication Skills; *Dialogs (Language); Elementary Education; English (Second Language); Grade 6; *Intercultural Communication; Learning Activities; Lesson Plans; *Multicultural Education; Second Language Learning; *Teacher Student Relationship; Teaching Methods
IDENTIFIERS- *Dialogue Journals

Dialogue journals, notebooks in which students communicate individually with the teacher on whatever topics they choose, can be both an important way to develop second language ability and a method of integrating language and classroom management. This is particularly true in a multicultural classroom, since the dialogue journals can help the teacher introduce the student to basic classroom practices and maintain an open communication channel without forfeiting valuable class work time. Student journal entries are closely tied to the student's development of language skills and understanding of content, both in the student's comments and in the teacher's responses. They can also assist the teacher in lesson planning and individualizing instruction, provide information about the students' cultures, activities and needs, provide a channel for honest communication, and help resolve difficult classroom situations. (MSE)

ED 279 216 HE 019 878

Pelletier, Stephen G., Ed.
Technology and Liberal Education.
Council of Independent Colleges, Washington, D.C.
SPONS. AGENCY- New York Times Foundation, N.Y.; Shell Companies Foundation, New York, N.Y.
PUB DATE- 86
NOTE- 7p.
AVAILABLE FROM- Council of Independent Colleges, One Dupont Circle, Suite 320, Washington, DC 20036.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- College Curriculum; *College Instruction; Core Curriculum; *Curriculum Development; Educational Change; General Education; Grants; Higher Education; Innovation; *Liberal Arts; *Private Colleges; *Small Colleges; *Technology; Undergraduate Study
IDENTIFIERS- Alaska Pacific University; Council of Independent Colleges; Northwestern College IA

A project to help small independent liberal arts colleges integrate technology and the liberal arts in the undergraduate curriculum is considered in this newsletter issue. The first two stages of this project on Technology and the Liberal Arts, which is sponsored by the Council of Independent Colleges, are described, along with the progress of various colleges. Stage one is designed to raise awareness about technology, survey what liberal arts colleges are doing, work with a select number of colleges to develop course modules that integrate technology into the liberal arts, and disseminate information about technology and the liberal arts. Stage two focuses on developing entire courses and will involve up to 60 colleges in designing and implementing the teaching of technology as a core part of the general education program. Northwestern College (Iowa) is incorporating technology into an existing course and developing a new course devoted to the subject. Alaska Pacific University shifted the emphasis of an earth sciences course to technology, and Buena Vista College (California) is linked by telecommunications to world-wide data networks. Efforts by other colleges are briefly described. (SW)

Stanford, Serena W.
Dissertations and Theses Roles Highlighted at Annual Meeting Session. California State University System's Thesis in Master's Degree Programs Discussed.
Council of Graduate Schools in the U.S., Washington, D.C.
PUB DATE- Feb 87
NOTE- 4p.
AVAILABLE FROM- Council of Graduate Schools in the United States, One Dupont Circle, Suite 430, Washington, DC 20036-1173.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022) Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Research/Technical (143)
DESCRIPTORS- *College Programs; Comparative Analysis; Conferences; Departments; *Graduate Study; Higher Education; *Masters Theses; School Surveys; *State Universities
IDENTIFIERS- *California State University; Council of Graduate Schools

The role of the thesis in graduate education at the 19 campuses of the California State University (CSU) was surveyed. It was found that a minimal number of disciplines at CSU restrict the choice of culminating the degree with the thesis. Only 15% of the programs systemwide force the thesis. The comprehensive examination was as popular as the thesis in English, psychology, and mathematics, while the thesis was the prevailing option in business and the sciences. The professional degrees, with the exception of engineering, tend to stress the project (applied research). Engineers opt for the thesis or the exam. From 1981-82 through 1985-86, the proportion of master's degrees for which the thesis was the culminating experience remained steady at 27% for the CSU system as a whole. However, thesis-related master's degrees ranged from 12% to 68% of the degrees at individual campuses. According to CSU graduate deans, the value of the thesis experience included: exploring an issue in depth, engaging in independent work, meeting standards of professional publication in the discipline, and preparing the student for doctoral education. Problems associated with the thesis were also identified. (SW)

ED 279 244 HE 020 079

University Benefits Survey. Part II--Pensions.
University of Western Ontario, London.
SPONS. AGENCY- Council of Ontario Universities, Toronto.; Ontario Association of University Personnel Administrators, Toronto.; Ontario Confederation of University Faculty Associations, Toronto.
REPORT NO.- ISBN-0-88799-215-3
PUB DATE- Dec 86
NOTE- 48p.; For part 1 of this survey, see HE 020 078.
AVAILABLE FROM- Council of Ontario Universities, 130 St. George Street, Suite 8039, Toronto, Ontario, M5S 2T4, Canada.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *College Faculty; Comparative Analysis; Early Retirement; Eligibility; Foreign Countries; Higher Education; Program Administration; *Retirement Benefits; *Teacher Retirement
IDENTIFIERS- Annuities; *Ontario

Results of a 1986 survey of pension plans at 17 Ontario, Canada, universities are presented. Information is provided on: eligibility, types of plan, member contributions, university contributions, benefits on normal retirement (age 65) and on early retirement (age 55), benefits on termination, benefits on death before and after retirement, indexing and annuities, trustee and investment manager, and pension committee composition and status. There are nine defined benefit plans, seven money purchase plans with minimum guarantees, and one money purchase plan with no guarantees, although one university has a minimum guarantee for those who were age 45 and belonged to the old plan as of July 1970. Contribution rates vary widely, and in all but six plans, university contributions at least match member contributions. The following universities are covered: Brock University, Carleton University, McMaster University, Ontario Institute for Studies in Education, University of Ottawa, Queen's University, Ryerson, University of Toronto, Trent University, University of Waterloo, University of Western Ontario, Wilfrid Laurier University, University of Windsor, and York University. (SW)

IR

ED 279 288 IR 012 524

Telesoftware. CET Information Sheet No. 3.
Council for Educational Technology, London (England).
PUB DATE- Sep 81
NOTE- 9p.
AVAILABLE FROM- Council for Educational Technology, 3 Devonshire Street, London W1N 2BA, England.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Broadcast Television; *Computer Software; Developed Nations; Educational Radio; Foreign Countries; Input Output Devices; *Microcomputers; National Programs; *Research and Development; *Videotex
IDENTIFIERS- *Prestel; United Kingdom

Telesoftware provides the transmission of computer programs from one computer to another by either broadcast radio or television via telephone lines and offers a national electronic system for the distribution of computer programs. Telephone based telesoftware can be based on any viewdata system or locally established telephone lines between mainframe and microcomputers, and in the United Kingdom (UK), British Telecoms PRESTEL service provides the basis for national telesoftware experiments in which users need a microcomputer, a modem for connecting to a telephone line, a jack socket and Prestel telesoftware. Development projects for both viewdata and teletext telesoftware transmission in the UK in which the Council for Educational Technology (CET) has been involved include: (1) a 2-year trial scheme for the distribution and reception of computer programs via Prestel that was set up in 1981 by CET; (2) the investigation of the educational potential of teletext software using the broadcast facilities of CEEFAX and ORACLE; (3) a Scottish project for the adaptation of microcomputer software to act as viewdata terminals and perform telesoftware functions; and (4) the provision of telesoftware on an experimental basis by the British Broadcasting Corporation (BBC) Computer Literary Project and the associated BBC Microcomputer. A set of recommended standards for formatting viewdata telesoftware have been developed by CET in conjunction with computer manufacturers, software agencies, users, and representatives of PRESTEL, and copies may be obtained from CET. (DJR)

ED 279 301 IR 012 540

Ely, Donald P.
Educational Technology Research: A Status Report on Classroom Applications.
PUB DATE- 24 Oct 86
NOTE- 14p.; Paper presented at EDUTEC '86, the All Japan Annual Educational Technology Research Conference (12th, Tokyo, Japan, October 25-27, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Educational Media; *Educational Technology; Evaluation Criteria; Instructional Development; *Media Research; Research Utilization

Pointing out that most educational research conducted is related to development (i.e., practical answers to problems which face teachers and learners), this paper reviews the contributions of educational media and technology research as it applies to instruction and assesses the current status of research in this area. Earlier interpretations and popular misconceptions of the role of educational technology are reviewed, five distinct periods of educational media and technology research are identified, and the following questions associated with each period are discussed: (1) whether it works; (2) how well it works; (3) the conditions under which it works; (4) the types of learners it works with; and (5) the conditions under which different types of learners achieve various objectives, which seems to be the current research focus. Changing emphases in educational media and technology research are noted, as well as the importance of asking the "right" research questions. Criteria for determining the potential utility of research findings are summarized and findings of prior research that are generalizable to the design and development of instruction are highlighted. A list of some specific areas where research is needed and a look at some trends that may build on those that are currently developing within the field conclude the paper. A 19-item bibliography is provided. (DJR)

ED 279 329 IR 051 800

Helm, Virginia M.
What Educators Should Know about Copyright. Fastback 233.
Phi Delta Kappa Educational Foundation, Bloomington, Ind.
REPORT NO.- ISBN-0-87367-233-X
PUB DATE- 86
NOTE- 53p.
AVAILABLE FROM- Phi Delta Kappa, Eighth and Union, Box 789, Bloomington, IN 47402 ($.90 for single copies; quantity discounts available).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050) Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Audiovisual Aids; *Computer Software; *Copyrights; Elementary Secondary Education; Guidelines; *Reprography; *School Libraries; Teachers; *Videotape Recordings
IDENTIFIERS- *Fair Use; Off the Air Recordings
Because so many educational materials can be duplicated easily, it is imperative that educators be familiar with copyright regulations on the use of technological hardware and software. This fastback provides educators with information about the basic aspects of copyright regulations under the following headings: (1) The Copyright Law and Fair Use (Rights of Copyright Proprietors, Limitations on Exclusive Rights, Fair Use--Statutory Factors, Fair Use--Other Factors, and The Supreme Court and Fair Use); (2) Guidelines for Photocopying (Single Copying for Teachers and Researchers, Multiple Copies for Classroom Use, Prohibited Copying, Permission from Publishers, Copying Music, and Photocopying by Library Staff); (3) Computers and Copyright (Copyright and Software Use, Other Questioned Uses, and School Libraries and Computer Software); (4) Copyright Law and Audiovisual Materials (Permissible Uses, Prohibited Uses, Videotapes--The "For Home Use Only" Warning, School Libraries and Videotapes, and School Libraries and Other Audiovisual Materials); (5) Videotape Recorders--Off-Air Taping (Guidelines for Taping Commercial Broadcasts, Guidelines for Taping Public Broadcasting Service Programs, and Television Broadcasts Taped by Teachers); (6) Live and Transmitted Performances; and (7) Penalties for Infringement of Copyright. Twelve references are provided. (KM)

ED 279 371 JC 870 129

Ellison, Nolen M.; And Others
Mapping an Institutional Strategy for Improving the Success of Minority Students.
Cuyahoga Community Coll., Cleveland, Ohio.
PUB DATE- 87
NOTE- 18p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Access to Education; *Affirmative Action; *Articulation (Education); Black Students; College Bound Students; College School Cooperation; Community Colleges; Higher Education; *Minority Groups; Organizational Change; Program Effectiveness; *Student Personnel Services; Two Year Colleges; Urban Education

Minority groups in general and blacks in particular are rapidly losing participation ground in higher education. Minority students are more likely than are other students to drop from the educational pipeline at every level, and are more likely to leave secondary school before graduation, reducing the number of students qualified to apply for college admission. In attempting to help students overcome both personal and structural barriers to higher education, Cuyahoga Community College (CCC) in Ohio has focused primarily on a strategy of inter-institutional articulation, seeking to smooth the transitions which students must make from secondary schools to two-year schools to four-year schools. The major elements of change affected by CCC's articulation approach are curricular improvements, academic and support services, development of student information systems, and enhancement of transfer agreements and opportunities. CCC's Urban Demonstration Model provides an effective theoretical framework for guiding institutional change through: (1) institutional advancement; (2) an orientation toward building educational bridges; (3) a theoretical framework and evaluation model; and (4) clearly defined operational responsibilities. The ultimate goal of this model are the increased effectiveness of CCC's support programs and services. (EJV)

ED 279 399 PS 016 312

Raising the Achievement Level of Children in Primary Education. Report of a Project Review Meeting (Bangkok, Thailand, February 10-19, 1986).

United Nations Educational, Scientific, and Cultural Organization, Bangkok (Thailand). Regional Office for Education in Asia and the Pacific.

PUB DATE- Feb 86
NOTE- 55p.
AVAILABLE FROM- UNIPUB, 4611-F Assembly Drive, Lanham, MD 20706 (no price quoted).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Collected Works - Proceedings (021)
DESCRIPTORS- *Academic Achievement; *Educational Improvement; *Educational Innovation; *Elementary School Students; Foreign Countries; *Primary Education; Profiles; Program Descriptions
IDENTIFIERS- China; India; Indonesia; *Joint Innovative Project; Malaysia; Nepal; Philippines; South Korea; Sri Lanka; Thailand; *UNESCO

A meeting was held in Bangkok in February, 1986, to review the status of a project begun in 1984 to raise the achievement level of primary school students first in Indonesia, Malaysia, the Republic of Korea, Thailand, and later, in India, Nepal, the Philippines, and Sri Lanka. After an introductory chapter providing background to the Joint Innovative Project (JIP), Chapter Two summarizes progress reports from each of the participating countries and the People's Republic of China, the latter newly interested in joining the project. Additionally presented are brief statements of participants' future plans and those proposed program improvements resulting from deliberations of the review meeting. A report on a field trip made to Thai primary schools is also included. Chapter Three presents an overview of the initiatives and actions planned and previously begun by JIP member countries. Discussion concerns the adequacy of the project's framework, effective preparation of young children, methods and materials of instruction, preparation of teachers and supervisors, and involvement of parents and community. Chapter Three also presents an overview of the discussions on major areas of concern to the member countries, particularly the development and management of human resources. Chapter Four lists participants' proposals for the agenda of the project's anticipated final meeting in December, 1986. Appendices provide the agenda and lists of participants and members. (RH)

ED 279 442 RC 016 035

Quilty, Joyce; And Others
The Land of the Bloods.
Alberta Dept. of Native Affairs, Edmonton.
REPORT NO.- ISBN-0-920985-10-6.
PUB DATE- 86
NOTE- 84p.; For related document, see RC 016 036. Some photographs may not reproduce well.
AVAILABLE FROM- Plains Publishing Inc., 10316 - 121 Street, Edmonton, Alberta, Canada T5N 1K8 ($14.95 hard copy; 10% discount for 25 or more copies).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051) Books (010)
DESCRIPTORS- *American Indian Culture; American Indian Education; *American Indian History; American Indian Reservations; *American Indian Studies; *Canada Natives; Cultural Education; Elementary Education; Foreign Countries; Reservation American Indians; Resource Units; Social Change; Social Environment; *Social Studies; Tribes; *Units of Study
IDENTIFIERS- Alberta; Blackfoot (Language); Blackfoot Confederacy; *Blood (Nation)

Designed as a stand-alone instructional tool to provide a 6- to 12-week unit of study for third graders, this textbook was written to Alberta curriculum guidelines, fieldtested in three school districts, and positively reviewed by a committee of Native and non-Native educators for bias and for meeting Alberta Education's Tolerence and Understanding Guidelines. The book deals with children in their community, focusing on issues of culture, traditions, and change in the Blood Reserve. Topic areas flow sequentially from how the Blood people lived long ago to life today, contrasting/comparing community needs such as food, families, education, shelter, spiritual beliefs, government,

clothing, communication, and transportation. Captions promote thinking skills by employing recall, synthetic, and evaluative questions. Whole language concepts are incorporated by the careful integration of text, 108 illustrations with captions, and the use of Blackfoot legend and language. New words are printed in bold upon first appearance, defined contextually, and included in a glossary. Color-coded tabs on each page help students find their way through the book. Four original full-color maps are designed for easy reading. Positive role models are presented showing Blood Indians of both sexes and a wide range of ages in a variety of situations. (NEC)

ED 279 469 RC 016 141

Lawless, Ken
The Family Support System: Education in Its Broadest Context. Harvesting the Harvesters. Book 4.
State Univ. of New York, Potsdam. Coll. at Potsdam.
SPONS. AGENCY- Department of Education, Washington, DC.; New York State Education Dept., Albany. Bureau of Migrant Education.
PUB DATE- Oct 86
NOTE- 17p.; For related documents, see RC 016 138-147. Photographs may not reproduce clearly.
AVAILABLE FROM- School of Professional Studies, Potsdam College, Potsdam, NY 13676.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Advisory Committees; Alcoholism; Child Abuse; Correspondence Study; Elementary Secondary Education; *Family Characteristics; Family Role; Inservice Teacher Education; *Migrant Children; *Migrant Education; Migrant Problems; *Parent Participation; Parent Rights; *Parent Role; Parent School Relationship; Preservice Teacher Education; Self Esteem; Units of Study
IDENTIFIERS- Migrant Educators National Training OutReach

This fourth in a series of 10 study units for a Migrant Educators' National Training OutReach (MENTOR) correspondence course discusses the importance of family in the educational success of migrant children and emphasizes the need to maximize every useful form of family involvement. Designed for use in preservice or inservice teacher education, the unit reviews parents' rights to be involved in deciding what type of education would be best for their children, the role of parent advisory councils, and how parents can demand their rights. It discusses bullying and child maltreatment and the controversial issue of interventions by teachers, schools, and the state and examines stereotypes of migrant workers as alcoholics. Excerpts from personal narratives and research portray family backgrounds of migrant children and emphasize the importance of family in formal and informal education. Research topics include references repertoire (i.e., informal learning experience) developed in disadvantaged homes as compared to middle class homes, parent education, role of family in compensatory programs, parent involvement in early childhood education, importance of parental involvement regardless of socioeconomic status, building self-esteem in infants, and roots of racism in non-migrant families. A list of state offices of migrant education and a 39-item bibliography are included. (LFL)

ED 279 156 FL 016 416

The Friendly Letter. Supplemental Lessons and Activities for Use with Limited English Proficient (LEP) Students Being Considered for Special Education Services. Grades 9-12.

Fairfax County Schools, Va.

SPONS. AGENCY- Office of Bilingual Education and Minority Languages Affairs (ED), Washington, DC.
PUB DATE- 86
NOTE- 28p.
GRANT- G008525195
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Class Activities; Course Objectives; *English (Second Language); Evaluation Criteria; Instructional Materials; *Interpersonal Communication; *Letters (Correspondence); *Limited English Speaking; Secondary Education; Second Language Instruction; Sequential Learning; *Special Education; Writing (Composition); Writing Instruction

A unit of instruction for use with limited English proficient students in grades 9-12 being screened for special education services is outlined. The students should have some proficiency in understanding, speaking, reading, and writing English, and the unit can be used with students at a fifth grade or higher level of achievement. It has six integrated, sequential lessons introducing students to the concept and process of letter writing. The lessons cover: identifying the basic materials needed for letter writing, labeling the parts of a friendly letter, types of informal letters, writing a letter based on a model, and making and addressing an envelope. Each lesson contains objectives, a list of instructional materials, procedures, and evaluation suggestions. Suggestions are given for developing additional lessons, and a list of useful resources is appended. (MSE)

ED 279 171 FL 016 479

Hiltunen, Risto
Some Complex Types of Embedding in Legal English.
PUB DATE- 84
NOTE- 11p.; In: Ringbom, Hakan, Ed.; Rissanen, Matti, Ed. Proceedings from the Nordic Conference for English Studies (2nd, Hanasaari/Hanaholmen, Finland, May 19-21, 1983); see FL 016 498. Light type may affect legibility.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Coherence; Connected Discourse; Discourse Analysis; *English; Grammar; *Language Styles; Language Usage; *Laws; Phrase Structure; Statistical Analysis; Structural Analysis (Linguistics); *Technical Writing
IDENTIFIERS- Clauses; *Embedding (Grammar); *Legal Language

The extensive use of clausal embedding in legal language is examined. The extent and depth of left-branching, nested, and right- branching clauses in the 1972 British Road Traffic Act are also studied. The complexity of the resulting constructions, and the problems created for comprehension are described. The analysis reveals complex sequences of embedding in all positions and instances of complex-compound sentences, consisting of more than one principal clause, each having embedded clauses in one, two, or all three fields. While clausal embedding may be an economical way of loading a sentence with information, it may also serve as a potential source of complexity and even confusion. (MSE)

ED 279 187 FL 016 495

Tottie, Gunnel

Is There an Adverbial in This Text? (And If So, What Is It Doing There?)
PUB DATE- 84
NOTE- 18p.; In: Ringbom, Hakan, Ed,; Rissanen, Matti, Ed. Proceedings from the Nordic Conference for English Studies Finland, May 19-21, 1983); see FL 016 498.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adverbs; Classification; *English; Form Classes (Languages); *Language Usage; Oral Language; Phrase Structure; Research Papers (Students); *Research Projects; *Semantics; Structural Analysis (Linguistics); *Student Projects; Word Frequency; Written Language
IDENTIFIERS- *English (British)

The results of studies of English adverb usage undertaken by Swedish university students participating in a research and writing skills program are summarized. The studies focus on the incidence of structural and semantic types of adjuncts used in two samples of spoken and written British English. Frequency distributions are charted and accompanied by a narrative analysis. The research projects have produced insights into the frequency and types of adjuncts used. Similar research into this and other adverb types would be useful. (MSE)

ED 279 316 IR 012 559

Burge, Elizabeth J.
Issues for Attention. A Summary of Written Contributions from Participants at the Final Plenary Session of the World Conference of the International Council for Distance Education (13th, Melbourne, Australia, August 13-20, 1985).

PUB DATE- 19 Aug 85

NOTE- 5p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Credit Courses; *Distance Education; *Educational Administration; *Educational Assessment; *Educational Resources; Global Approach; Integrated Curriculum; International Organizations; Job Training; Noncredit Courses; *Perspective Taking; Student Needs

This summary of the written responses of participants in the Plenary Session of the 1985 World Conference of the International Council for Distance Education begins with a review of the session's specific goals: (1) to present selected ideas and arguments from two perspectives--a traditional pedagogical one and an open, andragogical one; allow participants to articulate their own personal perspective; and (3) given this perspective, to enable each participant to list one or two issues demanding attention. The key issues that emerged as a result of 234 returned lists are summarized under six themes: (1) the definition and enhancement of the identity of distance education as a field of education; (2) the integration of different types of programs, including credit and non-credit education and training, and enrichment and job training courses; (3) growth in the provision of access and resources; (4) learner-centeredness, i.e., meeting the needs of learners through more flexible education structures and freedom to work more independently with learners in course selection; (5) flexibility in dealing with administrative issues and in the design of learning; and (6) assessment of the use of technology, success in learning, and general acceptability of distance mode qualifications. (DJR)

ED 279 358 JC 870 099

Walker, Robert; Poythress, Jacque
Creating and Implementing a Faculty Senate for a Multi-Campus Community College.
DeKalb Community Coll., Dunwoody, GA. North Campus.
PUB DATE- 83
NOTE- 9p.

LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- College Administration; College Faculty; *College Governing Councils; Community Colleges; *Curriculum Development; *Decision Making; *Faculty College Relationship; Governance; *Multicampus Colleges; Participative Decision Making; *Policy Formation; School Policy; Two Year Colleges

As DeKalb Community College (DCC) expanded from one campus to four campuses, it became increasingly difficult for the college to conduct business related to curriculum and academic policies in an effective and efficient manner. In 1981, DCC's then new president reorganized the campuses and created a Faculty Senate to perform functions previously performed by a curriculum committee, academic policies committee, and the Joint Faculty. The primary purpose of the Faculty Senate is to evaluate and submit recommendations for all proposals related to curriculum and academic policy. Voting membership is composed of professional staff from all academic divisions, student services offices, and learning resource centers on all campuses. Each of these groups elects a representative who serves a term of 1 year, assuming office at the first Senate meeting of the fall quarter. The Faculty Senate also has six ex-officio members designated by the office they hold in the college governance structure, who serve in an advisory capacity only and do not hold voting privileges. The voting membership of the Senate is comprised almost totally of persons who do not have administrative duties, and the leadership of the Senate is assumed almost exclusively by professional teaching staff. Faculty members who have previously established credibility as leaders among the total faculty are, for the most part, elected to the Senate, and at times assert themselves against their colleagues in the Senate as well as against the administration. A recent example was a lengthy debate over the business department's effort to reduce the history requirements in the core curriculum, which resulted in the defeat of the business department's proposal in the interest of ensuring all students a liberal education. (DMM)

ED 279 386 JC 870 146

An Analysis of Declining Enrollment.
San Diego Community Coll. District, CA. Research and Planning.
PUB DATE- Jul 86
NOTE- 63p.
LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Black Education; *Black Students; Community Colleges; *Declining Enrollment; Dropout Research; *Dropouts; *Enrollment Influences; *Enrollment Trends; Questionnaires; School Holding Power; School Surveys; Student Attrition; Two Year Colleges; *Two Year College Students

The San Diego Community College District's (SDCCD's) spring 1985 enrollment report indicated that enrollment was down nearly 22% from the previous spring, and that the decline in the number of black students was noticeably higher than the overall decline (28%). To determine possible reasons for the decline, a sample of 1,500 of the 16,000 students who enrolled in fall 1984, but did not return in spring 1985 were surveyed. In addition, a more in-depth survey of non-returning black students (N=1,600) was conducted by mail and telephone. Study findings, based on response rates of 21.4% to the general survey and of 26% to the black student survey, included the following: (1) employment-related issues and financial concerns were the strongest factors contributing to the decline of the black student population; (2) while employment and finances were also of concern to the non-returning population as a whole, family commitments and transfer were of greater significance; (3) although tuition was not a primary factor, it did have significantly greater effects on Blacks, Hispanics, and students taking more than six units; and (4) nearly 50% of the non-returning students dropped out before the end of the fall semester. The survey instruments are appended. (LAL)

Ishigaki, Emiko Hannah
A Comparative Study of Educational Environments of Preschool Children in Japan and Israel.
PUB DATE- 86
NOTE- 11p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Comparative Analysis; *Cultural Influences; *Expectation; Foreign Countries; *Parent Attitudes; *Preschool Children; Preschool Education; Religious Education; *Religious Factors
IDENTIFIERS- *Israel; *Japan

This brief discussion and report of research considers aspects of culture and religion and their influence on young children in Japan and Israel. The discussion of Japan traces the development of early childhood education from the beginning of the modern era to 1985. The discussion of Israel briefly traces population characteristics and educational development. A study conducted in Israel, comparing educational environments of Arab preschool children with Jewish counterparts in kibbutzim and out, was continued in two urban, Japanese kindergartens and a day nursery. Findings indicated that Israeli Jewish children received more enrichment than Israeli Arab children did. Bedouin children were poorest. In Japan, findings suggested material, rather than cultural, prosperity, commual sleeping arrangements which restrict the development of independence and self-confidence among Japanese children, and excessive involvement of Japanese mothers with their children, due to extensive father absence during the working day. Most Japanese and many Israeli kibbutzim are non-religious, while most Arabs are quite religious. Some Japanese send their children to Christian kindergartens to insure a good education at a reputable school, but do not want their children to become Christians. While the number of parents in both nations who want their children to finish college is increasing, the trend is much stronger in Japan than in Israel. (RH)

ED 279 429 PS 016 388

Black, Allen
Cognitive Structure and Structuring Problems for Teaching.
PUB DATE- Apr 86
NOTE- 24p.; Paper presented at the Annual Meeting of the American Educational Research Association (67th, San Francisco, CA, April 16-20, 1986).
LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Cognitive Processes; *Cognitive Structures; *Developmental Stages; *Educational Principles; Guidelines; Piagetian Theory; *Problem Solving; *Teaching Methods
IDENTIFIERS- Developmental Structural Approach; *Experimental Reasoning; Horizontal Decalage; *Problem Structure; Thinking Skills

This paper represents one portion of an ongoing effort to elaborate on pedagogical principles based on structural-developmental (largely Piagetian) theory and research. Here, a concept of "problem structure" is developed as a means for identifying physical factors that contribute to children's ability to apply experimental reasoning. Data are presented that demonstrate change in stage of reasoning as a function of change in problem structure: in this case, "mixed" versus "well-separated" variables. It is proposed that level of reasoning results from an interaction between cognitive structure and problem structure. The issue of horizontal decalage (developmental lags) is explicated in these terms. Principles for structuring physical problems for teaching are presented. (RH)

ED 279 456 RC 016 128

Clemmer, Janice White

Native American Studies: A Utah Perspective.

PUB DATE- 86
NOTE- 8p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
Historical Materials (060) Journal Articles (080)
DESCRIPTORS- *American Indian Education; American Indians; *American Indian Studies; Church Related Colleges; Cultural Education; *Educational History; Educational Policy; *Educational Trends; Ethnic Groups; Higher Education; Institutional Characteristics; Intellectual Disciplines; Minority Group Teachers; Models; *Student Personnel Services; Universities
IDENTIFIERS- *Brigham Young University UT; *Utah

Utah has missed an opportunity to foster, support, or lead out with exemplary Native American Studies programs within its higher education network. Considering the intertwined religious and political roots of the state establishment, the overall commitment to the American Indians as a whole has not been a major political issue. Brigham Young University (BYU) once had more than 600 American Indian students participating in a highly successful Native American Studies program. In the late 1970s BYU was criticized for seemingly favoring American Indians over other racial minority groups. In response, the university lumped together under Multicultural Education all racial minority groups including international students. Additional factors have interfered with the development of the program including tribal funding policies that place time limits on students, push them toward science and computer-related majors, and favor public in-state schools. Currently, the BYU Native American Studies program does not encourage Native American students or involve Native American academicians. Although housed in a private, church-related institution, it is the only recognized Native American Studies program in the state. Given the conditions of state and national economics, it is doubtful that public higher education will set in motion programs of its own. (JHZ)

ED 279 499 SE 047 764

Fox, Joan; And Others
Comprehensive Instructional Management System (CIMS). A Cyclical Mathematics Curriculum. Part 2--Teacher. Experimental. Level 3.
New York City Board of Education, Brooklyn, N.Y. Div. of Curriculum and Instruction.
REPORT NO.- Curric-00-6003-22; ISBN-88315-520-6
PUB DATE- 86
NOTE- 416p.; For Part 1 teachers manual, see SE 047 763; for workbooks, see SE 047 761-762.
AVAILABLE FROM- New York City Board of Education, Curriculum Editorial and Production Unit, Office of Curriculum Development and Support, Room 613, 131 Livingston St., Brooklyn, NY 11201.
LANGUAGE- English
EDRS Price - MF01/PC17 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Curriculum Guides; *Educational Objectives; *Elementary School Mathematics; Grade 3; *Learning Activities; *Mathematics Curriculum; *Mathematics Instruction; Primary Education; Teacher Developed Materials; Teaching Methods; Worksheets
IDENTIFIERS- New York City Board of Education

The major goal of the Comprehensive Instructional Management System for mathematics is to provide the classroom teacher in New York City with a well-structured, objective-based curriculum. This second part of the manual for Level 3 includes modules for 14 topics: (1) numbers and numeration; (2) addition of whole numbers; (3) subtraction of whole numbers; (4) multiplication of whole numbers; (5) division of whole numbers; (6) fractions; (7) decimals; (8) integers; (9) geometry; (10) measurement; (11) algebraic concepts; (12) graphs probability and statistics; (13) problem solving; and (14) review. The recommended instructional sequence is listed, followed by the content listed by topic. Reinforcement of previously learned skills is incorporated. Each objective is considered, with vocabulary, activities for getting started, and teaching strategies to use. The pupil's worksheets are interspersed. Resource materials, symbols, and equipment lists are included. (MNS)

Flavin, Christopher
Reassessing Nuclear Power: The Fallout from Chernobyl. Worldwatch Paper 75.
Worldwatch Inst., Washington, D.C.

REPORT NO.- ISBN-0-916468-76-3
PUB DATE- Mar 87
NOTE- 95p.
AVAILABLE FROM- Worldwatch Institute, 1776 Massachusetts Ave., NW, Washington DC 20036 ($4.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Controversial Issues (Course Content); Diseases; Emergency Programs; Foreign Countries; Global Approach; International Cooperation; *Nuclear Energy; *Nuclear Power Plants; Political Influences; Pollution; Public Health; *Public Opinion; *Public Policy; Radiation; *Radiation Effects; Safety
IDENTIFIERS- *Chernobyl Disaster; *Hazards; USSR

The Chernobyl nuclear plant explosion on April 26, 1986, was the world's most serious nuclear power accident to date. This document examines the accident's impact on the world from a variety of perspectives. The first major section of the book provides a step-by-step account of the accident itself, beginning with the special testing that eventually led to the disaster. Included are data on the daily release of radioactivity from Chernobyl from April 25 to May 7, the maximum reported radiation levels in Europe following the accident, and the estimated direct financial losses in the Soviet Union resulting from the incident. The "Political Fallout" section examines public opposition to nuclear power in various countries. It provides a summary of both the citizen responses (such as protests, demonstrations, and petitions) and the political responses that followed the accident. Other sections examine the safety of nuclear power in general and the possible effects of Chernobyl on the once-held vision of a nuclear-powered world. Major adjustments in policy are traced in selected countries since 1980, and examples of governmental decisions to reduce or eliminate nuclear power are discussed. (TW)

ED 279 530   SE 047 798

Conway, Lorraine
Learning about Body Systems. Superific Science Book IX. A Good Apple Science Activity Book for Grades 5-8+.
REPORT NO.- ISBN-0-86653-153-X

PUB DATE- 84
NOTE- 69p.
AVAILABLE FROM- Good Apple, Inc., Box 299, Carthage, IL 62321-0299 (GA552; $5.95).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Anatomy; Blood Circulation; Demonstrations (Educational); Elementary Education; *Elementary School Science; *Experiential Learning; *Human Body; Intermediate Grades; Junior High Schools; Physiology; *Science Activities; Science Education; *Science Experiments; *Science Instruction

This document offers an explanation and drawings of each of the major systems of the human body and of the five senses. It provides teachers with classroom activities, demonstrations, and experiments which are intended to involve students in the acquisition of knowledge concerning the structure and function of their bodies. The drawings of the body systems can be used as learning guides or (with the answers to the questions removed) as a tool for assessing students' progress. The activities focus on: (1) the skeletal system (including instruction on bones, joints, and fractures); (2) the muscular system; (3) the circulatory system (including discussions of arteries, veins, capillaries, and blood); (4) the respiratory system; (5) the digestive system (containing materials on food and teeth); (6) the excretory system (with particular attention given to diabetes); (7) the nervous system; (8) the senses of sight, hearing, touch, taste, and smell; (9) the anatomy of the mouth, nose, and throat; (10) the reproductive system; and (11) the endocrine system. Included are reproducible handouts for many of the activities, along with quizzes and an answer key. (TW)

ED 279 546 SE 047 817

Evaluation through Pupil Follow-Up--the UGU Project.
National Swedish Board of Education, Stockholm.
PUB DATE- Dec 86
NOTE- 26p.
AVAILABLE FROM- Skoloverstyrelsen, National Board of Education, Information and Documentation Section, S-106 42 Stockholm, Sweden (no charge).
LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Collected Works - Serials (022)
DESCRIPTORS- Academic Achievement; Academic Persistence; Classroom Environment; *Educational Assessment; Elementary Secondary Education; Followup Studies; Grade 3; Grade 6; *Longitudinal Studies; National Surveys; *Student Attitudes; *Student Behavior; *Student Evaluation; Surveys
IDENTIFIERS- *Sweden; *Utvardering Genom Uppfoljning Project

The Utvardering genom uppfoljning (UGU) project was initiated in Sweden to follow individual students throughout their school career to understand their experiences and learnings during that time. Approximately 18,600 students from grades six and three comprised the survey population. This newsletter serves as an interim report highlighting key elements of the program for parents and students. Information reviewed includes: (1) background and purpose of the project; (2) participants; (3) data collection; (4) ability testing; (5) arithmetical skills; (6) parents' and pupils' opinions; (7) sex differences; (8) attitudes of junior, senior, and upper secondary school students; (9) study and vocational guidance; (10) alternative courses and standardized achievement tests; and (11) future plans. A listing is also provided of examples of reports and articles from the UGU Project. (ML)

ED 279 203 FL 016 518

English Teaching Profile: Bangladesh.

British Council, London (England). English Language and Literature Div.

PUB DATE- Aug 86
NOTE- 14p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Creative Writing; Educational Administration; Educational Policy; Elementary Secondary Education; *English (Second Language); Foreign Countries; Higher Education; Information Sources; Instructional Materials; International Cooperation; *Language Role; Postsecondary Education; Primary Education; Research Projects; *Teacher Characteristics; *Teacher Education; Technical Assistance; Vocational Education
IDENTIFIERS- *Bangladesh

A review of the status of English language instruction in Bangladesh begins with an overview of the role of English in the society in general, and outlines the status of English use and instruction in the educational system at all levels (elementary, secondary, higher, and vocational), the characteristics and training of English language instructors, the type and availability of instructional materials, educational administration and planning in relation to English teaching, English outside the educational system, British and other international support, commercial opportunities related to English instruction, creative writing, language research, and other sources of information. The main weaknesses of English language teaching in Bangladesh are poorly paid and qualified teachers, a weakly coordinated educational system, reliance on meaningless rote learning, and a gap between assumed and actual student proficiency levels. The main strengths are found in the availability of textbooks and the planned revision program for texts, the amount of inservice instruction directed to secondary teachers to improve college-bound students' proficiency, the gradual change of the strong literature/language imbalance, and increased awareness of the decline of English standards and the need for improvement. An appended chart describes the structure of the educational system. (MSE)

ED 279 217 HE 019 890

Christoffel, Pamela
Minority Student Access and Retention: A Review. Research and Development Update.
College Entrance Examination Board, New York, N.Y.
PUB DATE- Oct 86
NOTE- 10p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Academic Advising; *Academic Persistence; *Access to Education; *College Bound Students; College School Cooperation; Dropout Characteristics; Dropout Prevention; Dropout Research; Higher Education; *Minority Groups; Peer Counseling; *School Holding Power; Student Attrition; Student Financial Aid; *Student Recruitment; Undergraduate Students

Specific access and retention studies and programs focused on minority students at the undergraduate level are reviewed, along with recent research on general retention efforts. General retention strategies concern: pre-enrollment, admissions, financial aid, orientation, academic programs, faculty-student interaction, counseling and advising, career development, campus activities, and housing. Characteristics of students that are related to college student attrition are also identified, including low-level parental education, being from a small town, poor high school record, and poor study habits. College characteristics that are linked to student attrition include: being public or two-year, located in the West or Southwest, and lack of student/college fit. The diversity of access and retention strategies for minorities are also arrayed in matrix form and keyed to a list of references. The strategies are categorized as educational, financial, or personal and are specified for the following educational levels: high school, prefreshman, freshman, sophomore/transfer, and senior/graduate. A multifaceted and campuswide approach to minority student access and retention is recommended. (SW)

ED 279 231 HE 020 064

Toombs, William
The Nature of "Special Facilities": An Exploration.
PUB DATE- Jun 86
NOTE- 32p.; Prepared for the Business Council of Pennsylvania.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Cooperative Programs; *Economic Development; *Entrepreneurship; Geographic Location; Higher Education; *Industry; *Institutional Environment; *Organizational Effectiveness; Organizational Theories; *Productivity; Public Policy; Risk; School Business Relationship; Site Selection; Technological Advancement; Technology Transfer

The nature of successful enterprises ("special facilities") is explored to assist an inquiry into economic development that was conducted by the Business Council of Pennsylvania. An extension of the concept of a "site" is examined as an organized way of looking at the many successful enterprises. The process of selecting sites for businesses in different environments provides a basis for classifying different kinds of special facilities. Rather than operate under a common set of attributes what these enterprises have done is establish an unusually productive position in a particular environment. Seven types of environments are distinguished: entrepreneural, concentrations, industrial surges, community nexus, spin-offs, multiple partnerships, and long-term development. In each instance, the nature of the special environment is described, and examples of special facilities or positions are presented. Where possible, policies that appear to enhance achievement are briefly noted. Eight propositions are drawn from the literature to provide a basis for policy to support economic development. A three-page bibliography concludes the document. (SW)

ED 279 245 HE 020 080

McKeown, Mary
Higher Education's Monetary and Non-Monetary Impact on Maryland's Economy. Postsecondary Education Research Reports.
Maryland State Board for Higher Education, Annapolis.
PUB DATE- Feb 87
NOTE- 57p.
AVAILABLE FROM- Maryland State Board for Higher Education, 16 Franci
Street, Annapolis, MD 21401.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- College Students; *Economic Factors; Educational Benefits; *Employment Opportunities; Expenditures; *Higher Education; *Income; Models; Purchasing; *School Business Relationship; *School Community Relationship; School Personnel
IDENTIFIERS- Economic Impact Studies; *Maryland

Social returns and the annual and long-term economic impact of higher education on the state of Maryland are assessed. Long-term impacts of colleges on economic growth include human capital formation, increased earnings of graduates, and provision of a trained labor force. Quantifiable economic impacts of higher education for fiscal year 1985 include these facts: colleges, students, faculty, staff, and their visitors spent $1.71 billion in Maryland, and from this spending, additional spending of $2.05 billion was induced; the total monetary economic impact of higher education was over eight times the state's investment (direct state appropriations); and higher education employed over 63,000 individuals, and was responsible for the employment of 120,000 additional people. Also of note is the fact that more education is linked to greater employment rates and higher salaries, as well as to payment of larger taxes. Finally, universities' research activities are important in attracting and keeping diverse industries in the state. A list of participating institutions is included, along with information on the derivation of an economic impact model and the methodology for estimating short-term economic impact. (SW)

ED 279 260 HE 020 095

Glazer, Judith S.
The Master's Degree. Tradition, Diversity, Innovation. ASHE-ERIC Higher Education Report No. 6, 1986.
Association for the Study of Higher Education.; ERIC Clearinghouse or Higher Education, Washington, D.C.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
REPORT NO.- ISBN-0-913317-33-0
PUB DATE- 86
NOTE- 142p.
CONTRACT- 400-86-0017
AVAILABLE FROM- Association for the Study of Higher Education, One Dupont Circle, Suite 630, Washington, DC; $10.00 nonmembers; $7.50 members).
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Information Analysis/State-of-the-Art Materials (070) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- Business Administration Education; *College Programs; Degree Requirements; Educational Change; Educational Quality; Engineering Education; Evaluation Criteria; Fine Arts; *Graduate Study; Health Occupations; Higher Education; International Education; Journalism Education; Library Education; *Masters Degrees; *Professional Education; Program Evaluation; Public Administration Education; Social Work; Teacher Education

Research on the development of the master's degree in the United States and its growth in the postwar technological era are reviewed within the context of tradition, diversity, and change. Research on structure and organization, curricular reform, quality control, and innovation is synthesized, and suggestions for future research are offered. The distribution by field of the 289,921 master's degrees conferred in 1982-1983 is shown, along with the number of subfields for each discipline. For 11 master's degrees, information is provided on the number of full-time years, the number of program areas, the number of credits, and the requirements for completion (practicum/field work, exams, theses, and research projects). Consideration is given to whether there are indicators to evaluate master's degrees and to efforts by a few states to monitor master's programs. The following major professional degrees are discussed: business and management, teacher education, engineering, fine and performing arts, health sciences, international education, journalism, law, library science, public administration, social work, and combined degrees. Abbreviations of organizations and a list of degrees are appended. (SW)

Shepard, Ira M.; And Others
Employment at Will. A Guide to an Eroding Doctrine.
College and Univ. Personnel Association, Washington, D.C.
REPORT NO.- ISBN-0-910402-77-9
PUB DATE- 87
NOTE- 40p.
AVAILABLE FROM- College and University Personnel Association, 11 Dupont Circle, Suite 120, Washington, DC 20036.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reference Materials - Directories/Catalogs (132) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Compliance (Legal); *Court Litigation; *Dismissal (Personnel); Employer Employee Relationship; *Employment Practices; Higher Education; Personnel Policy; *Personnel Selection; *Public Policy

The development of the employment-at-will doctrine is explored, along with the statutory and judicial limitations that have been steadily imposed on this common-law theory. Under the at-will doctrine, an employee who is hired for an indefinite period is subject to discharge for any reason, good or bad. An estimated two-thirds of the national work force is not covered by either labor contracts or protective legislation. The following exceptions to the at-will doctrine, that have been adopted by some states, are considered: public-policy exception, implied-contract exception, and implied covenant of good faith and fair dealing exception. Suggestions to help managers develop predischarge strategies to minimize potential liability concern: the hiring process, employment policies and practices, and termination procedures. Included is a chart that provides a state-by-state analysis of applicable exceptions to the employment-at-will doctrine. Court decisions are indicated for each state, along with whether public-policy, implied-contract, or good-faith covenant exceptions have or have not been recognized. A statement of the scope of the policy, or theoretical basis for the court's decision, is included. (SW)

ED 279 302 IR 012 541

Alluisi, Earl A.
Human Factors Technologies: Past Promises, Future Issues. Final Technical Paper.
Air Force Human Resources Lab., Brooks AFB, Texas.
REPORT NO.- AFHRL-TP-86-40
PUB DATE- Dec 86
NOTE- 14p.; Paper presented at the Mid-Central Ergonomics/Human Factors Conference (3rd, Oxford, OH, June 18-20, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Computer Oriented Programs; Databases; *Engineers; *Human Factors Engineering; Labor Force; *Man Machine Systems; Models; *Systems Development
IDENTIFIERS- Air Force; Computer Assisted Drafting; Computer Assisted Manufacturing

This discussion of the major issues confronting the human factors profession begins by pointing out that the concepts of systems and system design are central to the roles and functions of the human factors specialist. Three related disciplines--human factors engineering, ergonomics, and human skilled performance--are briefly described, and the current status of the field is discussed in the context of a model of the structure of human factors applications in a military setting. A discussion of future issues emphasizes the small size of the human factors work force relative to the hardware/software engineering work force as it considers the use of computer technologies to make a highly leveraged impact on design, and the construction of databases for the computer-based leverage needed to resolve the "numbers" issue. Resolutions to these issues are suggested, including the creation of human factors engineering databases that are directly usable by design engineers, the use of computer-assisted drafting and manufacturing (CAD/CAM) applications of the computer, and the evolution of a unified engineering system in which engineers and human factors specialists will work together to design complete systems in which the design of the human interface takes into account the findings of human factors research. Fourteen references are listed. (DJR)

ED 279 344 IR 051 816

Kriz, Harry M.

Science Orders Systems and Operations Manual.

Virginia Polytechnic Inst. and State Univ., Blacksburg. Univ. Libraries.

REPORT NO.- AS-SPIRES1
PUB DATE- 15 Dec 86
NOTE- 88p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- Academic Libraries; Computer Software; *Database Management Systems; Higher Education; *Information Retrieval; *Library Automation; Library Collection Development; *Library Technical Processes; *Online Systems
IDENTIFIERS- Approval Plans; *SCIENCE ORDERS

This manual describes the implementation and operation of SCIENCE ORDERS, an online orders management system used by the Science and Technology Department of Newman Library at Virginia Polytechnic Institute and State University. Operational since January 1985, the system is implemented using the SPIRES database management system and is used to (1) provide orders management for the collection development staff, (2) monitor the performance of approval plans, and (3) provide current order data to teaching and research faculty through the campus local area network. A description of the system provides information about the database structure, the STPROTOS public protocol subfile, report protocols, database maintenance tasks, loading orders data, receiving books, new books list preparation, purging aged orders, and database management. Sixteen appendices describe procedures for creating and sharing the SCIENCE ORDERS database, and list system file definers, file definitions, and SPIRES database management system protocols. (Author/KM)

ED 279 372 JC 870 130

Ellison, Nolen M.; Smith, Janet D.
Strategic Use of Accreditation for Organizational Change.
Cuyahoga Community Coll., Cleveland, Ohio.
PUB DATE- Feb 87
NOTE- 20p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Accreditation (Institutions); *College Planning; Community Colleges; Institutional Evaluation; Institutional Mission; *Master Plans; *Organizational Change; Program Evaluation; *Self Evaluation (Groups); Two Year Colleges

The accreditation self-study provides an institution with the opportunity to identify and understand its strengths and weaknesses and use this understanding in developing plans for future institutional change. Four elements contribute to an effective planning or change process: (1) careful assessment of the environment to identify, forecast and assess the implications of external conditions which are of strategic importance to the institution; (2) internal resource auditing and program evaluation to determine how well prepared the institution is to pursue particular strategic directions; (3) institutional master planning based on a review of the institution's history, philosophy, operations, and external environment; and (4) priority setting and resource allocation. Since 1982, Cuyahoga Community College (CCC) in Ohio has employed a strategic planning model incorporating these elements. The process resulted in the development of an action-oriented and programmatic "Blueprint for Excellence in the Third Decade," which serves as the framework for decisions involving educational resources and programs. Review and evaluation of academic programs have also received increased emphasis at the college since the implementation of the planning model, with program evaluation focusing primarily on current and future market conditions and needs. The self-study assists institutional planning in that it requires confirmation of an institution's mission statement, provides essential planning data, enhances attitudinal commitment and the predisposition to analysis, and demands strong executive leadership. (EJV)

ED 279 483 RC 016 159

Quezada-Aragon, Manuela L., Comp.
A Directory of Organizations and Programs in Migrant Education.
ERIC Clearinghouse on Rural Education and Small Schools, Las Cruces, N. Mex.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 86
NOTE- 12p.
CONTRACT- 400-83-0023
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132) Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- College Programs; Elementary Secondary Education; Higher Education; *High School Equivalency Programs; Information Sources; *Migrant Education; *Migrant Programs; National Programs; *Organizations (Groups); Program Descriptions; *Resource Centers; State Officials; State Programs
IDENTIFIERS- *College Assistance Migrant Program; *Portable Assisted Study Sequence Program

Organizations and programs related to migrant education are cited in this directory containing entries based on responses received through mail and telephone surveys. Entries are listed alphabetically by state within the following categories: national activities (7 entries), migrant education resource centers (8), Section 143 migrant education projects (18), High School Equivalency Programs (23), College Assistance Migrant Programs (7), and Portable Assisted Study Sequence Programs (29). Listings include addresses and phone numbers, contact persons, and brief descriptions highlighting program purposes and activities. A listing of current Chapter 1 migrant education program state directors concludes the directory. (JHZ)

ED 279 289 IR 012 525

Microelectronics and Special Education. CET/MEP Information Sheet.
Council for Educational Technology, London (England).
PUB DATE- Oct 81
NOTE- 13p.; Best copy available; narrow left-hand margins.
AVAILABLE FROM- Council for Educational Technology, 3 Devonshire Street, London W1N 2BA, England.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Blindness; *Computer Assisted Instruction; Computer Software; Developed Nations; Elementary Secondary Education; Foreign Countries; *Hearing Impairments; Information Centers; Input Output Devices; Inservice Teacher Education; *Learning Disabilities; *Microcomputers; *Physical Disabilities; Research and Development; Special Education
IDENTIFIERS- *Microelectronics Education Programme; United Kingdom

Used as an additional aid by the teacher, microelectronics can assist mentally and physically handicapped children to meet educational objectives that have been specifically agreed upon for the individual child. Microelectronics can help deaf children develop speech production, communication skills, and grammar and sentence construction; accommodate blind children with the use of portable reading aids, Braille and audio information centers, and text-processing systems; aid children with learning difficulties to develop thinking skills; and provide physically handicapped children with a means of accessing a variety of computer-assisted instructional (CAI) learning programs. It is difficult, however, to use microcomputers in helping non-communicative children who use Bliss symbols because of the difficulty in obtaining software, the amount of planning time and effort needed to use the software appropriately, and the lack of special technical support. Activities funded by the Microelectronics Education Programmme (MEP) in which the Council for Educational Technology (CET) has been involved include: curriculum development for deaf students; training for teachers, other staff, and parents of physically handicapped children; Special Education Microelectronics Resource Centres; consultancy centers on communication aids in education; and research on input/output devices software for the physically handicapped. Further reading resources are listed. (DJR)

ED 279 330 IR 051 801

Johnson, Scott R.
Computer Competencies for School Library Media Specialists.
PUB DATE- 85
NOTE- 7p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Competence; Computer Literacy; *Computer Uses in Education; Higher Education; Inservice Teacher Education; *Media Specialists; *Microcomputers; Preservice Teacher Education; Secondary Education; *Secondary School Teachers

This report summarizes a study undertaken to determine and describe a "generic" set of microcomputer competencies that should be possessed by all professional secondary school personnel and a more "specialized" set of microcomputer competencies that are expected to be possessed by secondary school professionals who work intimately with microcomputers, including library media specialists. A questionnaire sent to a representative sample of microcomputer-using media specialists and educators (N=222) asked them to rank each of 36 competencies that might be required in their work situations. Based on replies from 65.5% of the subjects, "generic" and "specialized" competencies were identified. It is suggested that increased emphasis be placed on the following aspects of school media specialist and classroom instructor training in computer technology: (1) use of the microcomputer as an instructional tool rather than as a programming device; (2) instruction for all professional school personnel on the possible uses of the microcomputer in their daily tasks, finding information about computers in education, types of computer-assisted instruction, and evaluating software appropriate to grade level and subject specialization; and (3) ensuring that all school media specialists and teachers are capable of operating several types/brands of microcomputer software. A brief bibliography is provided. (KM)

ED 279 400 PS 016 313

Bellm, Dan; Whitebook, Marcy
A Good Sub Is Hard To Find: Recruiting and Retaining Temporary Staff for Child Care Programs.
Child Care Employee Project, Berkeley, CA.
SPONS. AGENCY- Foundation for Child Development, New York, N.Y.; National Association for the Education of Young Children, Washington, D.C.; Rosenberg Foundation, San Francisco, Calif.
PUB DATE- 86
NOTE- 31p.; Also sponsored by the Muskiwinni Foundation.
AVAILABLE FROM- Child Care Employee Project, P.O. Box 5603, Berkeley, CA 94705 ($4.00).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Day Care; Early Childhood Education; *Labor Turnover; Policy Formation; *Referral; School Policy; *Substitute Teachers; *Teacher Recruitment; Teacher Responsibility; Teacher Rights

Addressed to teachers, administrators, resource and referral workers, and substitutes, this booklet offers advice about finding and retaining good substitute child care workers. Sections concern (1) causes of the "crisis" in substitute care, including the expansion of child care, provider turnover, shortage of elementary school teachers, low pay, and lack of training; (2) how child care programs and community agencies are responding to the crisis by defining responsibilities, developing hiring procedures and policies, providing orientation and supervision, and improving the work environment for substitutes; (3) establishing a substitute referral system that includes recruiting, advertising, screening, interviewing, training, referral, feedback, updating, the use of existing child care substitute registries, and efforts to obtain financial support from foundations and corporations; and (4) rights and responsibilities of substitute child care teachers. (RH)

ED 279 443 RC 016 036

Pard, Bernadette; And Others
The Peigan: A Nation in Transition.
Alberta Dept. of Native Affairs, Edmonton.
REPORT NO.- ISBN-0-920985-02-5.
PUB DATE- 86
NOTE- 132p.; For related document, see RC 016 035. Some photographs may not reproduce well.
AVAILABLE FROM- Plains Publishing Inc., 10316 - 121 Street, Edmonton, Alberta, Canada T5N 1K8 ($15.95 hard copy; $12.95 paper copy, 10% discount for 25 copies or more).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051) Books (010)
DESCRIPTORS- *American Indian Culture; American Indian Education; *American Indian History; American Indian Reservations; American Indian Studies; *Canada Natives; Cultural Education; Cultural Influences; Economic Climate; Foreign Countries; Life Style; Resource Units; Secondary Education; *Social Change; Social Environment; *Social Studies; Tribes; *Units of Study
IDENTIFIERS- Alberta; Blackfoot (Language); Blackfoot Confederacy; *Peigan (Nation)

Approved as an optional 7th grade social studies text for Alberta, this book was written by Indians to capture aspects of Peigan Indian culture and traditions with both a reverence for the past and a sense of vitality for native life today. Brightly illustrated and designed, the book presents 30 units of study. Chapter 1 addresses the issues of frame of reference and culture contact and summarizes the history and changes of the Peigan Nation. Focusing on the environment and traditional economy, Chapter 2 contains units about the Peigan non-industrial culture, seasonal round, seasonal cycle, uses of plants and animals, "Head-Smashed-In" Buffalo Jump, uses of the buffalo, tools, clothing, and the travois and the horse. Chapter 3 units examine aspects of traditional society and politics including oral history and traditions, Blackfoot sign language, extended family, sacred beliefs, tipi and clothing design, Blackfoot Confederacy, Peigan Chieftainship, and Peigan laws. Chapter 4 describes Treaty Number 7 and the resulting end of a way of life, Peigan perspective, and beginning of the transition. Chapter 5 explores modern society: contemporary chief and council, special constables, a Peigan handgame, family life, song and dance, spirituality, and economic development today. (NEC)

ED 279 470 RC 016 142

Lawless, Ken
Class Acts: Instructional Strategies and Classroom Materials That Work. Harvesting the Harvesters. Book 5.
State Univ. of New York, Potsdam. Coll. at Potsdam.
SPONS. AGENCY- Department of Education, Washington, DC.; New York State Education Dept., Albany. Bureau of Migrant Education.
PUB DATE- Oct 86
NOTE- 17p.; For related documents, see RC 016 138-147. Photographs may not reproduce well.
AVAILABLE FROM- School of Professional Studies, Potsdam College, Potsdam, NY 13676.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Classroom Techniques; Correspondence Study; Cultural Differences; Educational Environment; Educational Quality; *Educational Strategies; Elementary Secondary Education; Inservice Teacher Education; *Migrant Children; *Migrant Education; Migrant Problems; Preservice Teacher Education; Self Esteem; Standardized Tests; *Student School Relationship; Teacher Attitudes; *Teaching Methods; Units of Study
IDENTIFIERS- Migrant Educators National Training OutReach

The fifth in a series of 10 study units for a Migrant Educators' National Training OutReach (MENTOR) correspondence course discusses effective instructional strategies and teacher behaviors for migrant education. Designed for use in preservice or inservice teacher education, the unit reviews classroom approaches involving mutual respect for individuals and cultures, self-esteem, and techniques using pairs, small groups, peer tutors, and community resource persons; encouraging students to talk; and downplaying standardized tests. The unit explores the lack of evidence connecting learning ability and cultural/socioeconomic background and proposes a view of the average school, rather than the average migrant student, as being disadvantaged. Excerpts from books and research reports illustrate how learning problems can be caused by the ways school life relates to a child's culture and how caste systems in schools impede learning. The unit emphasizes the importance of developing self-esteem in migrant children but cautions against making self-esteem an end in itself. It also discusses the cultural bias of standardized testing and fallacies of labeling. Teaching methods examined include group activities, cooperative learning, peer tutoring, teacher aides, games, and encouraging open-ended discussion and student speech. A 26-item bibliography and addresses of state offices of migrant education are included. (LFL)

ED 279 172 FL 016 480

Pennanen, Esko

What Happens in Conversion?

PUB DATE- 84
NOTE- 16p.; In: Ringbom, Hakan, Ed.; Rissanen, Matti, Ed. Proceedings from the Nordic Conference for English Studies (2nd, Hanasaari/Hanaholmen, Finland, May 19-21, 1983); see FL 016 498.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Case (Grammar); Diachronic Linguistics; *English; *Form Classes (Languages); Function Words; Language Patterns; Language Research; Language Usage; *Linguistic Theory; *Morphology (Languages); *Structural Grammar; Structural Linguistics; Tagmemic Analysis; *Transformational Generative Grammar
IDENTIFIERS- *Conversion (Linguistics)

Conversion, the deliberate transfer of a word from one part of speech to another without any change in its form, is a typically English phenomenon, conditioned but not caused by the extensive wearing-off of word endings and weakening of inflections. It has typically been treated as a syntactic matter, since no new words are produced, and its investigation has been limited by the forms studied and the unsatisfactory models of word formation used for analysis. However, the process of conversion can also be approached through case grammar and a suitable transformational grammar. This approach does not have the flaws of previously used approaches, and may allow more insight into what really happens in the transfer process and how it occurs. Sixty-four references are supplied. (MSE)

ED 279 188 FL 016 496

Nyyssonen, Heikki
Discourse Analysis in English Studies.
PUB DATE- 84
NOTE- 9p.; In: Ringbom, Hakan, Ed.; Rissanen, Matti, Ed. Proceedings from the Nordic Conference for English Studies (2nd, Hanasaari/Hanaholmen, Finland, May 19-21, 1983); see FL 016 498.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Communication Skills; Comparative Analysis; Correlation; *Discourse Analysis; *English; Expressive Language; Integrated Activities; Interaction; Interdisciplinary Approach; *Language Research; *Oral Language; Pragmatics; *Research Methodology; Speech Acts; Structural Analysis (Linguistics); *Written Language

Discourse is basically interactive. This is clear in conversation, but the concept can be extended to written language. Written text can be analyzed as spoken discourse. The methodology of English text studies has adhered too much to a textual approach and even extended it to spoken data. Another approach would be to begin with the spoken form of discourse, interpreting spoken discourse as such first and extending that approach to written text. (MSE)

ED 279 317 IR 012 561

Platz, Nancy L.
Resources for Educational Technology.
PUB DATE- 86
NOTE- 34p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Clearinghouses; Databases; Educational Resources;

*Educational Technology; Federal Aid; Federal Legislation; Federal Regulation; Government Publications; Indexes; *Information Sources; Professional Associations; Public Agencies; *Resource Materials; State Aid; State Legislation; *Telecommunications
IDENTIFIERS- New York State Regents

This resource paper is intended to assist public school administrators and staff who are struggling to comply with Federal and state laws and regulations governing telecommunications, which may involve the use of television and/or computers. Introductory materials provide background information on New York's "Regents Action Plan" and the "Long Range Program for Libraries in New York State," both of which involve increased use of computers in school systems, and an explanation of how this guide can be used to find resources, including expert advice on educational technology and funding sources for equipment. The information resources listed include: (1) Federal government documents, including a sample of the form used for entries in this guide; (2) Federal laws and regulations; (3) Federal departments and agencies; (4) general sources of Federal information; (5) New York State publications; (6) Federal grants and assistance, including clearinghouses and databases; and (7) professional organizations that are actively involved in research or funding, or provide advice in the fields of technology, education, or telecommunications, including the periodicals they publish. Information on the Federal Communications Commission (FCC) and the U.S. National Telecommunications & Information Administration (NTIA) is appended, and a 14-item annotated bibliography is provided as well as a brief general bibliography. (DJR)

ED 279 387   JC 870 147

Associate Degree Standards. Task Force Report.
Minnesota Higher Education Coordinating Board, St. Paul.
PUB DATE- 19 Mar 86
NOTE- 29p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Standards; *Associate Degrees; Community Colleges; *Degree Requirements; Educational Objectives; General Education; Government Role; *Statewide Planning; Technical Institutes; Transfer Programs; Two Year Colleges

IDENTIFIERS- *Minnesota

Developed by the Minnesota Higher Education Coordinating Board's (MHECB's) Task Force on Associate Degree Standards, this report recommends standards for all associate degrees granted by Minnesota post-secondary institutions. Chapter I provides introductory and background information on the creation and legislative charge of the task force and related activities taking place on national and state levels. Chapter II contains a summary of the task force's discussion and overall recommendations concerning three general interest issues (i.e., objectives of associate degrees, competencies evidenced by associate degrees, and some measure of program length) and four specific interest issues (i.e., level and scope of learning, program coherence, general education content and transferability, and nonmenclature of degrees). Procedural recommendations for implementing these standards are detailed in chapter III. These recommendations are grouped according to the agencies and individuals responsible for their implementation; i e., the MHECB, two-year college governing boards, baccalaureate degree-granting boards, administrators, faculty, and students and parents. Appendices include definitions, principles related to associate degrees, and an agreement for the transfer of general education. (LAL)

ED 279 430 PS 016 389

Dick-Barnes, Margaret; Roberts, Richard N.
Differences in the Quality of Maternal Verbalizations and Quantity of Involvement during Hawaiian Mother-Child Interactions.
PUB DATE- Apr 86
NOTE- 19p.; Paper presented at the Annual Convention of the American Educational Research Association (67th, San Francisco, CA, April 16-20, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Incidence; Interpersonal Relationship; *Mothers; *Parent Child Relationship; Parent Influence; Parent Participation; *Socioeconomic Status; Verbal Communication; Videotape Recordings; *Young Children
IDENTIFIERS- Coding; *Cognitive Complexity; Distancing Model (Sigel); *Hawaii

Extending earlier findings of the effects of socioeconomic status (SES) on child outcomes, this study investigated the variables of mothers' language complexity (levels of distancing) and degree of involvement in interactions with their children in order to clarify the relationship of the variables to each other and their relationship to their 4- to 5-year-old children's cognitive and language performance. The variables were examined within free-play and task-oriented sessions involving 40 Hawaiian/part-Hawaiian mother-child dyads from middle and low SES groups. Results of analyses of maternal verbalizations indicated that, comparatively, middle-SES mothers engaged in more complex and cognitively demanding types of language with their children while low-SES mothers engaged in more restrictive and commanding types of language. During the task-oriented session, both groups of mothers increased use of intermediate level distancing strategies and task-management statements while decreasing use of high-level and low-level distancing strategies. Differences were found in the type of verbal learning environments created for their children by middle- and lower-class mothers. Preliminary results of the analysis of the maternal states of involvement data suggested that middle- and low-SES mothers and their children spend comparable amounts of time in mutual play, passive participation, and independent play. Generally, SES differences appeared to be a matter of preferred style, not of deficiency. (RH)

ED 279 500 SE 047 765

Priorities, Partnerships, and Plans: Chemistry Education in the Schools. Final Report of the ACS 1984 Chemistry Education Planning Conference (College Park, Maryland, June 1-3, 1984).

American Chemical Society, Washington, D.C.

SPONS. AGENCY- National Science Foundation, Washington, D.C.
PUB DATE- Oct 84
NOTE- 15p.

GRANT- OSA-8470372
AVAILABLE FROM- American Chemical Society, Education Division, 1155 Sixteenth St., NW, Washington, DC 20036.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- *Chemistry; *Elementary School Science; Elementary Secondary Education; Inservice Teacher Education; Instructional Improvement; Preservice Teacher Education; *School Community Relationship; Science Education; *Science Instruction; *Science Teachers; *Secondary School Science; Teacher Administrator Relationship; Teacher Evaluation; Teacher Improvement
IDENTIFIERS- *American Chemical Society

Participants in the Chemistry Education Planning Conference analyzed recent information documenting the many problems facing precollege science education. This document represents the final report of the conference sponsored by the American Chemical Society (ACS). An overview of the conference is provided along with its initial goals. The problem areas determined by the conference participants were: (1) the preservice and inservice education of teachers; (2) the assessment of teacher competence and student achievement; (3) the content of the curriculum; and (4) environmental factors related to science teaching. For each of these areas specific recommendations were developed. Included are the general conclusions of the conference. They urge that strengthening the teaching of science at the elementary level deserves the most immediate attention. In addition it is recommended that science educators do more to develop community support for science education, that inservice and preservice science teacher education be strengthened, and that teachers should be given more time for preparation. The document also contains a bibliography and a list of the conference participants. (TW)

Venkatasamy, D.; And Others
Practical Activities for Out-of-School Science and Technology Education. Science and Technology Education Document Series No. 17.
United Nations Educational, Scientific, and Cultural Organization, Paris (France). Div. of Science, Technical and Environmental Education.
REPORT NO.- ED-86/WS/16

PUB DATE- 86
NOTE- 148p.; Drawings and photographs may not reproduce well.
AVAILABLE FROM- Unesco Press, 7 place de Fontenoy, 75700 Paris, France.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Agricultural Education; Conservation (Environment); Elementary Secondary Education; Food; Foreign Countries; Fuel Consumption; International Cooperation; *International Educational Exchange; Learning Activities; Nutrition; *Science Activities; Science and Society; Science Education; Science Experiments; *Science Instruction; *Technological Advancement
IDENTIFIERS- *Gardening; Informal Education; *Mauritius; UNESCO

A pilot project was undertaken in 1984 at the Mauritius Institute of Education for the purpose of developing and preparing teaching/learning materials for out-of-school Science and Technology Education programs. This volume is one in a series of UNESCO programs which encourage an international exchange of ideas and information on science and technology education. This specific study is based on experimental work related to technical design, nutrition, and agriculture. Though prepared in Mauritius, the materials offer scope for adaptation or adoption elsewhere. This guide contains three major units of work which focus on: (1) the bagasse burner; (2) food preservation; and (3) kitchen gardening. Each unit consists of a list of aims and objectives, needed materials, background information, and activities. A general overview of the project is provided in which broad objectives, a timeline, and project materials and experiences are explained. (ML)

ED 279 531 SE 047 799

Conway, Lorraine

Learning about Earth Science: Tables and Tabulations. Superific Science Book X. A Good Apple Science Activity Book for Grades 5-8+.

REPORT NO.- ISBN-0-86653-154-8
PUB DATE- 84
NOTE- 71p.
AVAILABLE FROM- Good Apple, Inc., Box 299, Carthage, IL 62321-0299 (GA553; $5.95).
LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Acoustics; *Earth Science; Elementary Education; *Elementary School Science; Intermediate Grades; Junior High Schools; *Science Activities; Science Education; *Science Experiments; *Science Instruction; *Tables (Data); Wind (Meteorology)

In an effort to provide science teachers with the tables and scales most often used in teaching earth science, this document was designed to coordinate each table with meaningful activities, projects and experiments. The major areas covered by the booklet are: (1) electromagnetic waves (with activities about light waves and sound waves); (2) the earth's crust (including instruction on minerals, earthquakes, and volcanoes); (3) winds and weather (containing tabulations of relative humidity, wind speed and direction, temperature, air pressure, clouds, sky symbols, weather maps, and time); and (4) the solar system (providing instructions on making solar system models and tabulating solar system facts). Included are guides for making simple measurement equipment, along with reproducible handouts, quizzes, and an answer key. (TW)

ED 279 547 SE 047 819

Tisher, Richard P., Ed.
Research in Science Education, Volume 16. Selections of Papers From the Annual Conference of the Australian Science Education Research Association (17th, Adelaide, South Australia, May, 1986).
Australian Science Education Research Association.
PUB DATE- 86
NOTE- 246p.; For volume 15, see ED 267 974.
AVAILABLE FROM- Prof. Richard T. White, Business Manager, Faculty of Education, Monash University, Clayton, Victoria, 3168, Australia.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- *Cognitive Processes; Computer Uses in Education; Foreign Countries; *Learning Strategies; Misconceptions; Piagetian Theory; *Science Curriculum; Science Education; *Science Instruction; *Science Teachers; Sex Differences; Teacher Education
IDENTIFIERS- *Australian Science Education Research Association; *Science Education Research

Selections of papers from the seventeenth annual conference of the Australian Science Education Research Association are presented in this volume of Research in Science Education (RISE). A diversity of themes are addressed and include new topic areas as well as concerns that have been cited in previous issues of RISE. The papers focus on such themes as: (1) gender differences in science education; (2) action research projects associated with learning in science; (3) curriculum frameworks; (4) computer simulations; (5) Piagetian concepts; (6) nature of students' questions; (7) research on science teacher education; (8) misconceptions of science phenomena; and (9) schematic representations of knowledge. Also provided are research notes, the addresses of the authors of the papers, and guidelines for submission of the papers. (ML)

ED 279 157 FL 016 417

Teaching Directions Using a Controlled Prepositional Vocabulary. Supplementary Lessons for Use with Limited English Proficient (LEP) Students Enrolled in ESL or Special Education Classes. Grades K-3.

Fairfax County Schools, Va.

SPONS. AGENCY- Office of Bilingual Education and Minority Languages Affairs (ED), Washington, DC.
PUB DATE- 86
NOTE- 37p.
GRANT- G008525195

LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Class Activities; Daily Living Skills; *English (Second Language); Evaluation Criteria; Instructional Materials; Language Skills; Learning Activities; *Limited English Speaking; Listening Comprehension; Listening Skills; Motor Development; *Prepositions; Primary Education; Psychomotor Skills; Second Language Instruction; *Special Education; *Vocabulary Development; Young Children
IDENTIFIERS- *Directions

A unit of instruction used with limited English proficient (LEP) students in kindergarten through grade 3 who are being screened for placement in special education programs is described. The unit can be adapted for use with LEP students receiving special education services. Lessons teach and reinforce directional vocabulary (up/down, right/left, forward/backward, first/middle/last, over/under/on, above/below, and inside/outside) through development of gross-motor, small-motor, oral, and listening skills. The unit contains 15 lessons of 15 to 60 minutes' duration. Each lesson contains objectives, a list of instructional materials needed to implement the lesson, procedures and student activities, and suggestions for evaluation. Supplemental materials are appended. The lessons can be taught consecutively or concurrently, or integrated with other content area lessons. (MSE)

ED 279 218 HE 019 985

Johnstone, D. Bruce

Sharing the Costs of Higher Education. Student Financial Assistance in the United Kingdom, the Federal Republic of Germany, France, Sweden, and the United States.

College Entrance Examination Board, New York, N.Y.
REPORT NO.- ISBN-0-87447-278-4
PUB DATE- 86
NOTE- 202p.
AVAILABLE FROM- College Board Publications, Box 886, New York, NY 10101 ($10.95 per copy; 20% discount on 5 or more copies).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Comparative Analysis; Comparative Education; Federal Aid; Foreign Countries; Higher Education; *Instructional Student Costs; Loan Repayment; Need Analysis (Student Financial Aid); *Noninstructional Student Costs; *Parent Financial Contribution; Public Policy; *Self Supporting Students; State Aid; *Student Financial Aid; Student Loan Programs; Undergraduate Study
IDENTIFIERS- France; *Paying for College; Sweden; United Kingdom; United States; West Germany

The educational and living costs of undergraduate studies and the ways these costs are shared among parents, students, taxpayers, and philanthropists/donors are considered for five countries: the United States, the United Kingdom, the Federal Republic of Germany, France, and Sweden. Five policy issues that are linked to how costs are shared by parents, students, and the general taxpayer are identified, including the participation in higher education by low-income and other previously excluded groups. The five country profiles and comparative analysis consider: the out-of-pocket costs faced by students and parents; the expected parental contribution, if any, and how it is derived; the expected student contribution, from savings, work, or loans; the taxpayer-borne contribution (e.g., need-based grants, loan subsidies); trends and issues regarding the sharing of higher education costs within each country; problems or issues common to all five countries; and each country's structure and governance of higher education. Appended materials describe the concept of "purchasing power parity," as well as concepts for separating subsidized loans into a "true loan" and an "effective grant." (SW)

ED 279 232 HE 020 065

Gooch, Judith Mirick
Writing Winning Proposals.
Council for the Advancement and Support of Education, Washington, D.C.
REPORT NO.- ISBN-0-89964-249-7
PUB DATE- 87
NOTE- 97p.
AVAILABLE FROM- CASE Publications Order Department, 80 South Early Street, Alexandria, VA 22304 ($18.50, prepaid).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; Budgets; *Corporate Support; *Fund Raising; *Grantsmanship; Higher Education; Institutional Advancement; Needs Assessment; *Philanthropic Foundations; Private Financial Support; Program Costs; *Proposal Writing; School Business Relationship; Writing (Composition); Writing Skills

Guidelines for proposal writers who are seeking foundation or corporate support for colleges or schools cover: conducting effective research; deciding on the contents and its organization; designing a budget that reflects what the project will cost, how the costs will be covered, and how much is being requested; deciding on the format, writing effectively, and preparing the finished project; and following up after the proposal is mailed. The most important element in a proposal is acknowledgement of the fit between the school's needs and the interests of the corporation or foundation. Potential grant makers will likely want information on: the college's problem and proposed solution; why the college is qualified to do it; what is needed (time, money, people); how success will be measured; and why the particular corporation/foundation should fund the project at the school. In addition to covering in detail specifics of writing the proposal, labor-saving devices, such as the dictaphone and computer, are addressed. Four sample budgets, an annotated bibilography, and list of four resource organizations are additional resources. (SW)

The Suitability of Tax-Exempt Tuition Investment Plans for Illinois Higher Education.

Illinois State Board of Higher Education, Springfield.

PUB DATE- Dec 86
NOTE- 31p.
AVAILABLE FROM- Illinois Board of Higher Education, 500 Reisch Building, 4 W. Old Capitol Street, Springfield, IL 62701.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Case Studies; Financial Services; Higher Education; Inflation (Economics); *Investment; Private Colleges; *State Programs; *Student Costs; *Tax Deductions; *Tuition
IDENTIFIERS- *Illinois; *Paying for College; Tax Exemptions; Tuition Investment Programs

The suitability of tax-exempt tuition investment programs to help parents meet college costs is analyzed, with attention to proposed and existing tuition investment plans, other options, organizational and administrative issues, and tax issues. Tuition prepayment plans allow parents to make investments on a sliding scale according to the child's age in order to lessen the effects of future tuition inflation. Under some plans, parents can avoid paying taxes on dividends. Prepayments can also be used to guarantee no tuition increase for 4 years. Proposed state operated plans for Michigan, Wisconsin, and New Jersey are described, along with plans now offered by seven private colleges. Other means of financing tuition are also briefly considered: loan programs, education savings accounts, index tuition/standard tuition unit plan, and commercial plans. Six elements for designing a plan are examined, including the type of agreement, administrative structure, and options for withdrawal of benefits. Advantages/disadvantages of a tuition investment program for the state and for the family are identified. Appendices include a copy of the relevant legislation, Illinois Senate Resolution 782. (SW)

ED 279 275 HE 020 121

Personnel Systems Survey Standard Report.
College and Univ. Personnel Association, Washington, DC. Management Information Systems Council.
REPORT NO.- ISBN-0-910402-76-0
PUB DATE- 86
NOTE- 123p.
AVAILABLE FROM- College and University Personnel Association, 11 Dupont Circle, Suite 120, Washington, DC 20036.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reference Materials - Directories/Catalogs (132) Reports - Research/Technical (143)
DESCRIPTORS- Business; Computers; *Computer Software; Fringe Benefits; Higher Education; *Information Services; *Management Information Systems; Microcomputers; Organizations (Groups); *Personnel Management; *Private Colleges; *Public Colleges; School Surveys; User Satisfaction (Information); Word Processing

The status of personnel systems at 370 public and private colleges in 1985 is described, based on a College and University Personnel Association survey. Responding schools were classified as two-year, four-year, universities (doctoral-granting institutions), and other (law, medical, and theological schools). For each institutional classification, information is provided on personnel modules and the type of system used to maintain the information (manual, word processor, microcomputer, or mainframe). The personnel modules include appointment history, applicant retrieval, payroll, position control, specific types of benefits, affirmative action, job evaluation data, salary surveys, skills inventory, and labor relations. For each type of school, the type of microcomputer is indicated as well as software used, applications, and year of application development. Also covered are the type of mainframe system and date acquired and vendor products and user level of satisfaction. Appended are lists of responding colleges and universities by institutional classification and state. (SW)

ED 279 345 IR 051 817

Cohen, David
Statement on Behalf of the New York Library Association Prepared for the Attorney General's Commission on Pornography Hearings in New York City on January 22, 1986.
New York Library Association, New York.
PUB DATE- 22 Jan 86
NOTE- 13p.; Best copy available.

LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Access to Information; *Censorship; *Government Role; Hearings; *Intellectual Freedom; Obscenity; *Pornography
IDENTIFIERS- Library Bill of Rights; Meese Commission on Pornography; Newsletter on Intellectual Freedom

This statement supports and endorses the Intellectual Freedom policies of the American Library Association (ALA) as exemplified by the ALA Bill of Rights. The case of Pico v. Island Trees Free School District provides a legal precedent in support of the idea that decisions to remove materials from the school library cannot be based on personal ideological reasons; two randomly selected issues of the Newsletter on Intellectual Freedom and the "List of Embattled Books" in the September 1984 issue of Harper's Magazine demonstrate the current censorious attitude in schools and libraries; and a letter about the decision to perform the play "Sister Mary Ignatius Explains It All for You" serves as an example of support for free expression. In addition, the report of the Presidential Commission on Obscenity and Pornography published in 1970 supports the principle of access to a diversity of materials. The commission is urged not to recommend governmental restriction on access to materials of any kind and to recommend the elimination of existing restrictions on the content of materials. Two references are provided, and appendices include selected pages from the Newsletter on Intellectual Freedom, the Harper's Magazine "List of Embattled Books," the Library Bill of Rights, and the letter about the decision to perform "Sister Mary Ignatius Explains It All for You." (KM)

ED 279 359 JC 870 100

Walker, Robert; Poythress, Jacque

A Change of Governance at the DeKalb Community College: Creating an Academic Ranking System.

DeKalb Community Coll., Dunwoody, GA. North Campus.

PUB DATE- 86
NOTE- 13p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Rank (Professional); Boards of Education; *College Administration; *College Faculty; Community Colleges; Faculty Evaluation; *Faculty Promotion; *Governance; *Mergers; Multicampus Colleges; *Personnel Policy; School Policy; Teacher Employment Benefits; Teacher Salaries; Tenure; Two Year Colleges

In 1986, after 2 years of preparation for merger, DeKalb Community College (DCC) became part of the University System of Georgia. One of the most important issues to be resolved before the merger was the development of the criteria for establishing a faculty ranking system and its implementation. In addition to determining minimum qualifications for initial academic appointments, it was necessary to stipulate eligibility and criteria for promotion to determine what ranks might have been achieved had ranking been in place during the more than 20 years that DCC had been in existence. Eligibility for promotion was determined on the basis of excellence in at least three of the following areas: superior teaching, outstanding service to the institution, academic achievement, professional growth and development, and outstanding service to the community. The process of determining eligibility required faculty members to complete a resume focusing on these criteria, which was submitted to a series of committees which verified the credentials and made recommendations concerning rank, to the Dean of Instruction, and to the President of the College. When the issue of rank was settled, the next items to be addressed were tenure, which was determined according to a Board of Regents policy stating that the Board cannot give tenure to faculty before they are employed by the University System; and salaries, which were brought into alignment with other Regent schools. (LAL)

ED 279 373 JC 870 131

Center for Articulation and Transfer Opportunities: Student Performance, Use of, and Satisfaction with Services Designed to Improve Transfer and Academic Success.

Cuyahoga Community Coll., Cleveland, Ohio.

PUB DATE- Mar 87
NOTE- 21p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Articulation (Education); College Attendance; *College Bound Students; Community Colleges; Comparative Analysis; *Educational Opportunities; High Schools; High School Students; Participant Satisfaction; Program Effectiveness; Program Evaluation; Student Financial Aid; *Student Personnel Services; Student Recruitment; *Transfer Programs; Two Year Colleges; Two Year College Students; Urban Education

Cuyahoga Community College's (CCC's) Center for Articulation and Transfer Opportunities offers programs and services designed to increase opportunities and to improve the success of urban transfer students as they move from one level of education to another. The Center sponsors an intensive series of services and events designed to increase the information available to high school students, and to help them plan and prepare for college attendance. In order to measure the effects of the Center's articulation efforts, students enrolled at CCC from four target high schools were compared with similar students from other area high schools also enrolled at CCC. The results of this formative evaluation revealed that: (1) enrollments from the four targeted school increased over previous years; (2) a larger number of students from college preparatory curricula of targeted schools enrolled at the community college than in the previous years; (3) CCC retention rates for students from the targeted schools increased slightly compared to that of students from the other schools; (4) students from the targeted schools demonstrated less need for tutoring in basic skills than students from similar high schools; and (5) students from targeted high schools indicated a greater level of satisfaction with support services provided by the college than other students. The survey instrument is appended. (EJV)

ED 279 415 PS 016 364

Thompson, Virginia L.; Molnar, Janice
Universally-Available Educational Programs for Four-Year-Olds: An Issue of Policy.

PUB DATE- Nov 86
NOTE- 23p.; Paper presented at the Annual Meeting of the National Association for the Education of Young Children (Washington, DC, November 13-16, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Day Care; Demography; Disadvantaged Youth; Early Childhood Education; *Educational Innovation; Policy Formation; *Preschool Children; *Preschool Education; Program Effectiveness; *Program Implementation; *Public Policy; Public Schools; Social History
IDENTIFIERS- *New York (New York); Project Head Start

In 1985, Edward Koch, Mayor of New York City, established an Early Childhood Education Commission and gave it the task of recommending how best to begin to provide public education for all of the city's 4-year-olds, beginning in September, 1986. After introductory remarks indicating the confluence and interplay of social elements underpinning the Mayor's action, this paper (1) provides a review of the historical roots of New York City's day care, Head Start, and public school prekindergarten programs; (2) describes recent initiatives in providing early childhood education; (3) briefly reports research findings concerning the effects of early childhood programs, giving particular attention to studies conducted in New York City; (4) reports on the Commission's review of demographic data related to the city's population of 4-year-olds; (5) discusses the Commission's review of existing programs, attending specifically to the large number of economically disadvantaged children who remained unserved by public programs; (6) presents and discusses the 10 recommendations the Commission made to the Mayor; (7) describes the status of efforts to implement the recommendations; and (8) identifies policy issues facing the city's implementation efforts. It is concluded that whether or not the Commission's plan will be fully realized is a matter of policy. (RH)

ED 279 457 RC 016 129

Stein, Wayne J.
Indian/Tribal Studies Programs in the Tribally Controlled Community Colleges.
PUB DATE- 86

NOTE- 6p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Journal Articles (080)
DESCRIPTORS- American Indian Culture; *American Indian Education; American Indian History; American Indians; *American Indian Studies; *Community Colleges; *Cultural Education; Curriculum; Educational Objectives; Futures (of Society); *Intellectual Disciplines; Postsecondary Education; *Program Content; Tribal Sovereignty
IDENTIFIERS- *Tribally Controlled Schools

Indian/Tribal Studies are the bedrock upon which 22 tribally controlled community colleges have been built since the mid-1950s. These colleges have put substantial resources, personnel, and time into building Indian/Tribal Studies programs into flagship academic, cultural, and language institutes. They exhibit common traits including tribal charters and control; objectives committed to enhancement, preservation, and teaching of tribal culture and Indian studies; focus on transfer and vocational/occupation programs; and dedicated boards, faculties, administrators, and staff. Through development of remedial programs, Associate of Arts and Science Degree curricula for students transferring to four year systems, and vocational/occupation programs, tribal colleges have assisted in meeting challenges threatening to destroy their way of life: economic hardship, artificial governments, dependency on the welfare state, alcohol induced health problems, foreign religions, and poor educational attainment. While Indian/Native American Studies programs in most private or state higher educational institutions are among the first to feel the effects of retrenchment, such programs are treated with respect in tribally controlled schools and will emerge as natural leaders in the effort to provide Indian/Tribal Studies at the higher education level. Present and future success of tribal colleges is due to the advocacy developed by today's tribal college leadership in Washington, D.C. (NEC)

ED 279 484 RC 016 160

Dobson, Russell L.; Dobson, Judith E.
CE/MORE: A Rural Staff Development Model.
PUB DATE- Oct 85
NOTE- 16p.; Paper presented at the Annual Meeting of the National Rural Teacher Education Conference (1st, Bellingham, WA, October 9-11, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Standards; Access to Education; *Delivery Systems; *Extension Education; Faculty Development; Graduate Study; Higher Education; Inservice Education; *Masters Programs; Models; *Nontraditional Education; Outreach Programs; Professional Continuing Education; Program Descriptions; Rural Areas; *Rural Education; *Teacher Education

Practicing teachers, especially those in rural settings, are demanding graduate programs which meet their emerging needs and schedules. Since 1979, the Continuing Education through Multi-Optional Renewal Experiences (CE/MORE) program at Oklahoma State University has enabled 60 teachers to complete their Master of Science in Education degrees. The program aims to deliver a process-oriented masters' program, deliver a "family" or collegiate model for formal graduate schooling, design learning experiences linking theoretical aspects to day-to-day classroom operations, and involve participants as partners in planning, implementation, and evaluation. Two assigned faculty members are responsible for CE/MORE program management and development. Traditional admission requirements are maintained. Students progress through the program as a group. Approximately two-thirds of the course work is offered at the local site on weekends, between semesters, and during late afternoon classes. The CE/MORE curriculum is a blend of traditional resident courses and core courses (curriculum/instruction, social foundations, research/evaluation, educational psychology, and human relations) conducted in nontraditional format. Course delivery often includes a combination of a workshop format, briefings, seminars, field trips, lectures, and discussion. CE/MORE assists school systems in establishing/upgrading the local professional library. Because of pride, high academic performance becomes a major goal of CE/MORE student groups. (NEC)

ED 279 173 FL 016 481

Varantola, Krista
An Aspect of Term-Formation in Engineering English.
PUB DATE- 84
NOTE- 9p.; In: Ringbom, Hakan, Ed.; Rissanen, Matti, Ed. Proceedings from the Nordic Conference for English Studies (2nd, Hanasaari/Hanaholmen, Finland, May 19-21, 1983); see FL 016 498.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adjectives; *Engineering; *English; *English for Science and Technology; Etymology; Form Classes (Languages); Language Usage; Language Variation; Lexicology; *Morphology (Languages); Phrase Structure; Scholarly Journals; Technical Writing; *Vocabulary
IDENTIFIERS- *Word Formation

The results of a study of chain compounds, heavily modified noun phrase structures, used in the language of three engineering journals are presented. The findings conlude that: chain compounds appear to be more common in American than British English; chain compounds can be classified in several groups according to their structure, the most common being the noun group (e.g., lap-and-shoulder strap) and the preposition/adverb + noun group (e.g., through-the-lens viewfinder). No systematic rules of metamorphosis are apparent for compound formation, but the tendency is toward simpler forms with minimal closed-system items. Their word class status seems to be somewhere between nominal and adjectival, and when used with other premodifiers, they usually appear closest to the head. They can be characterized roughly as either concrete or figurative expressions. These forms are generally self-explanatory, and may serve to disambiguate and condense information. In contrast to chain compounds used in other fields, such as advertising, engineering chain compounds appear to serve a special communicative purpose of clarifying and

differentiating where a shorter term could be ambiguous. (MSE)

ED 279 189 FL 016 497

Ljung, Magnus
English in Sweden.
PUB DATE- 84
NOTE- 15p.; In: Ringbom, Hakan, Ed.; Rissanen, Matti, Ed. Proceedings from the Nordic Conference for English Studies (2nd, Hanasaari/Hanaholmen, Finland, May 19-21, 1983); see FL 016 498.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Age Differences; Classification; *Cultural Influences; Descriptive Linguistics; Educational Background; *English (Second Language); Foreign Countries; *Language Role; Language Usage; *Linguistic Borrowing; Plurals; Qualitative Research; Questionnaires; Regional Attitudes; Socioeconomic Background; Spelling; Statistical Analysis; Surveys; Translation
IDENTIFIERS- *Sweden

The results of a survey in Sweden concerning the linguistic influences of English in that country are reported. Specifically, the spread and reception of three types of loans from English (direct, translation, and construction) are examined, as well as the use of the English plural and spelling with direct loans. The variables investigated include the respondents' acceptance of and willingness to use the loan types; responses to the choice of English spelling for specific words; and differences in sex, occupation, region, education, and age in relation to use of the loan types, English spelling, and English plurals. The survey results are charted and accompanied by narrative analysis. (MSE)

ED 279 204 FL 016 519

The New York City Staff Development Program for Bilingual/ESL Fifth-through Eighth-Grade Teachers and Supervisors, 1985-1986. OEA Evaluation Report.

New York City Board of Education, Brooklyn, N.Y. Office of Educational Evaluation.

PUB DATE- 87
NOTE- 31p.; For related evaluative reports, see ED 270 546 and ED 270 550.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Administrators; *Bilingual Education; Bilingual Teachers; Educational Policy; Elementary Secondary Education; English (Second Language); Ethnic Groups; Evaluation Methods; *Faculty Development; *Inservice Teacher Education; *Language Teachers; Limited English Speaking; Program Development; *Program Effectiveness; Program Evaluation; Public Schools; *Staff Development; Supervisors; Urban Schools; Workshops
IDENTIFIERS- *New York (New York)

The New York City Staff Development Program for Bilingual/English-as-a-Second-Language (ESL) Teachers and School Building Supervisors was designed to provide public school personnel working with limited English proficient children in grades five through eight with an overview of issues pertinent to the instruction of this population. The program served 453 teachers and 50 administrators from 32 school districts in a series of 6 half-day training sessions. Evaluation of the 1985-86 program was accomplished through teacher questionnaires, workshop evaluation forms, interviews, and on-site observations of training activities. It found that the program was successful in achieving most of its objectives. In the opinions of both the participants and the evaluation team, the program's major strengths were its overall organization and administration of training, presenters' enthusiasm and preparedness, links established between theory and practice, materials provided in workshops, and realistic demonstrations of instructional strategies. The major criticism was of the workshops' brevity. Recommendations for improvement include follow-up conferences for specific content areas and implementation, increased workshop time for presenter-participant interaction, inclusion of materials and presenters for those serving the Haitian population, and elimination of a proposed participant achievement objective, for practical reasons. (MSE)

ED 279 261 HE 020 096

Shields, Mark
Computing at Brown University: A Survey Research Report.
Brown Univ., Providence, RI. Inst. for Research in Information and Scholarship.
PUB DATE- Oct 84
NOTE- 45p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *College Students; *Computer Oriented Programs; *Computers; Higher Education; Institutional Research; Questionnaires; School Personnel; *Student Attitudes; *Teacher Attitudes; *Use Studies
IDENTIFIERS- *Brown University RI

Use of computers at Brown University and attitudes toward computing were investigated in 1984. Major areas of interest were: frequency of weekly computer use, past experience using computers, when respondents first used a computer, their gender, student status, years at the university, major, and parental and familial influences on computer use. Questionnaire responses were obtained from 1,106 students, 340 staff and 176 faculty (both campus- and hospital-based). Findings include: over 85% of respondents had some previous experience using a computer and nearly three-quarters had positive experiences with computers; 70% generally utilized computer facilities on a weekly basis; over 60% of computer users had done word processing at least once during the last 6 months; the second most frequent use was on-line information searching, followed by electronic communication, data analysis and computation, computer games, and storing personal records and other materials; and there was broad interest in expanding computer-oriented instruction and in offering more mini-courses on using computers. Numerous tables are included, and information on sampling procedures and response rates is appended, along with the questionnaire. (SW)

ED 279 290 IR 012 526

Open Learning. CET Information Sheet No. 5.
Council for Educational Technology, London (England).
PUB DATE- Mar 84
NOTE- 11p.
AVAILABLE FROM- Council for Educational Technology, 3 Devonshire Street, London W1N 2BA, England.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Education; *Colleges; Developed Nations; Educational Development; Foreign Countries; Information Technology; Management Development; *Nontraditional Education; *Open Education; Organizations (Groups); Policy Formation; Postsecondary Education; Publications; *Self Help Programs; *Small Businesses
IDENTIFIERS- *United Kingdom

Beginning with a definition of open learning as flexible learning systems in which people study how, when, and where it suits them, this summary reports on activities of the Council of Educational Technology (CET) that are designed to promote open learning systems; explains different forms of open learning systems, such as flexistudy, learning by appointment, and correspondence studies; and describes the characteristics of open learning systems. The role of CET in the development of open learning in the United Kingdom (UK) is outlined, including exploring new opportunities for its application, providing help to institutions developing open learning arrangements, and providing information about open learning to those responsible for the development of education and training policies. Also described are CET's plans for future developments in open learning which will encourage the concept of negotiated learning, concentrating initially on learning exchanges, self-help groups, open learning in small companies, and the use of information technology to support this type of learning. Agencies interested in open learning are listed together with brief descriptions of their involvement and contact persons: the Open Learning Federation, the Further Education Staff College, NEC (National Extension College), MARIS (Materials and Resources Information Service), the Further Education Unit (FEU), the Scottish Council for Educational Technology (SCET), and the Open Tech Training and Support Unit (OTTSU). Publications which are available through CET and other resources are listed. (DJR)

ED 279 303 IR 012 542

Becker, Henry Jay
Instructional Uses of School Computers. Reports from the 1985 National Survey. Issue No. 3.
Johns Hopkins Univ., Baltimore, Md. Center for Social Organization of Schools.
PUB DATE- Nov 86
NOTE- 17p.; For an overview of the survey, see ED 274 307; for issue No. 1., see ED 274 319.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Administrator Attitudes; Basic Skills; *Computer Assisted Instruction; Elementary Secondary Education; Instructional Effectiveness; *Microcomputers; National Surveys; *Outcomes of Education; Principals; School Statistics; *Teacher Attitudes; Teaching Methods; *Use Studies
IDENTIFIERS- Higher Order Learning

The results of the Second National Survey of Instructional Uses of School Computers presented here are based on questionnaire and interview data from roughly 8,000 principals and computer-using teachers in more than 2,100 elementary, middle, and high schools, both public and private. The third of six reports to be issued from this survey, this report presents two types of survey information. The first several sections focus on the perspective of principals and primary computer-using teachers (PCUTs) about the impact of computer use on organizational, social, and academic outcomes at their schools in general. The remainder of the report presents the perceptions of computer-using teachers from the same schools about the impact of computers on their own teaching and on students in their classes. The survey questions examined all lead to a common conclusion: as of Spring, 1985, computer-using teachers were excited about the possibilities of using computers and saw significant changes occurring mainly in four areas: student motivation, student cooperation and independence, opportunities for high-ability students in programming activities and in other higher-order thinking and writing skills, and opportunities for low-ability students in mastering basic skills. Nevertheless, the promise of computers was not yet fulfilled for average students, for diagnosing specific instructional needs, or for improving most learning of facts and concepts. Data are displayed in nine tables and three figures. (DJR)

ED 279 331 IR 051 802

Presberry, Rosa L., Comp.; And Others
Facts about Maryland's School Library Media Programs, 1985-86.
Maryland State Dept. of Education, Baltimore. Div. of Library Development and Services.
PUB DATE- 86
NOTE- 533p.; For the 1984-85 report, see ED 266 764.
LANGUAGE- English
EDRS Price - MF02/PC22 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- *County School Districts; Elementary Schools; Elementary Secondary Education; *Learning Resources Centers; *Library Collections; Library Expenditures; Library Personnel; Library Standards; *Library Statistics; Private Schools; Public Schools; *School Libraries; Secondary Schools; State Departments of Education; *State Standards; Tables (Data)
IDENTIFIERS- *Maryland

This collection of statistical data on Maryland school library media programs is designed to assist local educational agencies in examining their library media collections and staff according to the recommendations in Criteria for Modern School Library Media Programs. Arranged alphabetically by local educational agencies (LEA), the data for the state are presented in four tables: (1) school library media collections; (2) school library equipment collections; (3) number and percentage of items by school for meeting state criteria regarding collections; and (4) number of schools meeting state criteria for staffing school library media centers. More detailed data in the same four categories are then presented for each LEA. In addition, total state tabulations are presented on system level professional library media centers for five categories: grand total collection; print collection; nonprint collection; equipment collection; and library media center professional and support personnel. The expenditures for textbooks and library resources are included to indicate amounts spent. Tables for library media collections and library equipment collections are also listed for nonpublic schools, which are arranged by local educational agency. (KM)

ED 279 401 PS 016 314

Whitebook, Marcy; And Others
Unionizing: A Guide for Child Care Workers.
Child Care Employee Project, Berkeley, CA.
SPONS. AGENCY- Abelard Foundation, Inc., New York, N.Y.; L. J. and Mary C. Skaggs Foundation.; Ms. Foundation for Women, Inc., New York, N.Y.; Rosenberg Foundation, San Francisco, Calif.
PUB DATE- 86
NOTE- 31p.; Also sponsored by the Muskiwinni Foundation.
AVAILABLE FROM- Child Care Employee Project, P.O. Box 5603, Berkeley, CA 94705 ($4.00).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Child Caregivers; *Collective Bargaining; *Contracts; *Day Care; Early Childhood Education; Guidelines; *Organization; *Unions
IDENTIFIERS- National Labor Relations Act

Including excerpts from contracts protecting unionized child care workers, this booklet explains basic terminology and facts about unionizing and addresses child care workers' concerns. Section 1 answers commonly asked questions about unions and offers advice about how to answer parents' questions about workers' attempts to organize. Section 2 outlines steps involved in organizing a union, including understanding collective bargaining and the National Labor Relations Act; choosing a union; going through the organizing process, from determining the bargaining unit to negotiating a contract; and selecting items to include in the union contract, such as hours of work and overtime, compensatory time/overtime, planning time, breaks, day care for employees, sick/personal leave, staff/child ratio, supplies, professional growth and development, hiring procedures, lay-offs and recall rights, separation compensation, discipline and discharge, evaluations and personnel files, grievances, staff input in decision making, sexual harassment, and non-discrimination. Unions that represent child care workers are listed along with resources for additional information on unions and workplace problems particularly affecting women and service workers. (RH)

ED 279 444 RC 016 076

Heim, John M.; Wilson, Alfred P.

Situational Factors Contributing to Administrator Turnover in Small Kansas School Districts and High Schools.

PUB DATE- 30 Jan 87
NOTE- 46p.; For related documents, see ED 252 338-339. Paper presented at the United School Administrators Conference (Wichita, KS, January 30, 1987).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Administrative Change; Administrator Attitudes; *Administrator Characteristics; Boards of Education; Community Characteristics; Elementary Secondary Education; Faculty Mobility; Faculty Workload; Organizational Climate; *Persistence; *Principals; Relocation; Salaries; Small Schools; *Superintendents; Teacher Administrator Relationship; Work Attitudes
IDENTIFIERS- *Kansas; *Small School Districts

A study of turnover among high school superintendents and principals in small Kansas school districts found differences in demographic and organizational characteristics, performance measures, and administrators' perceptions in districts with high and low turnover rates. Data obtained from 72 administrator interviews and educational directories and state salary/financial reports discovered differences in workload and support personnel, number of attendance centers, teacher relations, salaries, community location, school board stability, and wealth per pupil.

Qualities of low turnover schools/districts included presence of assistant superintendents, administrators' perceptions of their salaries as above average, good community location, more centralization, administrators' positive attitude toward workload and satisfaction with others in workplace, better teacher-administrator relations, and teachers perceived by administrators as better paid than teachers in other districts. Qualities of high turnover schools/districts included superintendents serving simultaneously as principals, reelection of school board president after previous defeat, more attendance centers, more problems with teacher relations, more wealth per pupil, more isolated communities, past administrator incompetence, good training ground for a better job. The study compares results with other reported research and points out implications for small school districts seeking to reduce administrative turnover and for administrators seeking employment. (LFL)

ED 279 548 SE 047 823

Cobern, William W.
A Cross-Cultural, Nature of Science Investigation: A Comparative Analysis of NOSS Profiles on Nigerian and American Pre-Service, Secondary Science Teachers.
PUB DATE- 87
NOTE- 21p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (60th, Washington, DC, April 23-25, 1987). Paper contains light and broken type.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Comparative Analysis; *Developing Nations; Economic Development; Foreign Countries; International Educational Exchange; International Relations; *Preservice Teacher Education; Science and Society; Science Education; Science Instruction; *Science Teachers; Scientific Attitudes; Secondary Education; *Secondary School Science; Technological Advancement
IDENTIFIERS- *Nigeria; *Science Education Research

In this study, American pre-service teachers' responses on Kimball's Nature of Science Survey (NOSS) were used as a basis for analyzing the sense of "the nature of science" held by a group of Nigerian pre-service science teachers. In comparing the responses it was apparent that the Nigerian students were much more inclined to see science as a way of producing useful technology than were the American students. This tendency was attributed to government policies which view technology as needed for its country's development. The second distinction indicated in the study related to the "openness" of science. The Nigerian students perceived scientists to be nationalistic and secretive about their work. This conclusion is discussed in light of the tendency for developing nations to see science as a necessary stimulant for their country to compete economically in the world, and science teachers are seen to figure largely in this vision. Concerns are expressed about the image of Western science that is portrayed by the international media. (TW)

ED 279 158 FL 016 418

Zoo Animals. Supplemental Lessons and Activities to Develop Vocabulary and Sentence and Writing Skills of Limited English Proficient (LEP) Students in ESL or Special Education Classes. Grades K-3.

Fairfax County Schools, Va.

SPONS. AGENCY- Office of Bilingual Education and Minority Languages Affairs (ED), Washington, DC.

PUB DATE- 86

NOTE- 17p.

GRANT- G008525195

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- *Animals; Class Activities; Course Objectives; *English (Second Language); Evaluation Criteria; Instructional Materials; Learning Activities; *Limited English Speaking; Listening Comprehension; Paragraph Composition; Primary Education; Second Language Instruction; Sentence Structure; *Special Education; *Vocabulary Development; Writing (Composition); *Writing Skills; Young Children

An instructional unit that enhances student interest and curiosity about animals and promotes conceptual growth through development of observation and listening skills is discussed. The lessons and activities are for use with limited English proficient students in kindergarten through fourth grade who are receiving services from the English-as-a-second-language (ESL) or learning disabilities programs. Individual lessons are 30 to 45 minutes in length, and are sequenced. Each lesson contains objectives, a list of instructional materials necessary for implementation, procedures and class activities, and suggestions for evaluation. A list of supplemental materials is appended. The lesson topics include naming zoo animals, recognizing zoo animals' names, describing zoo animals, learning animal actions, writing sentences about animals, learning to make webs, and writing paragraphs about animals. (MSE)

ED 279 318 IR 012 562

Erdos, Renee F.
Some Developments in Distance Education in Australia. Ziff Papiere 61.
FernUniversitat, Hagen (West Germany). Zentrales Inst. fur Fernstudienforschung Arbeitsbereich.
PUB DATE- Jan 86
NOTE- 30p.; Some tables contain small print.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Historical Materials (060) Information Analysis/State-of-the-Art Materials (070) Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Adult Education; Correspondence Study; Developed Nations; *Distance Education; *Educational Development; Electronic Mail; Elementary Secondary Education; Foreign Countries; *Government School Relationship; Higher Education; History; Microcomputers; *State Departments of Education; Technical Education; *Telecommunications; Videotex
IDENTIFIERS- *Australia

Distance education began in Australia in the 20th century at all levels of education and has now developed into an integral part of all state systems of government funded education. Since 1909, technical training and a variety of other courses have been sponsored by government education authorities and private enterprise, although it was not until after the mid-century that distance education became significant in higher education. Further development of distance education was stimulated by the war and the need for technical training programs, and now every state department of education has a correspondence school catering to a total of some 10,000 geographically isolated children nationwide. Guided by home supervisors provided with curriculum support materials from the Central Correspondence School, these pupils are taught with the help of audiocassettes and other support services such as library loans, visits to teachers, and access to school counselors. Other provisions for distance education come from decentralized correspondence centers, Schools of the Air, the Australian Broadcasting Corporation, and the Department for Technical and Further Education (TAFE). Correspondence schools are now exploring the possibilities offered by new technologies, such as electronic mail, microcomputers, and videotex, to provide more frequent and quicker communication between teachers and students. External study courses in higher education have increased rapidly in the last decade to provide continuing education opportunities for teachers, and to meet the needs of administrators in both the public and private sectors and mid-career and mature age students. (DJR)

ED 279 346 IR 051 818

Barnett, Lynn

Indexing and Retrieval in ERIC: The 20th Year.

ERIC Clearinghouse on Higher Education, Washington, D.C.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 86
NOTE- 12p.; This paper appears in the Thesaurus of ERIC Descriptors, 11th Edition--1987.
CONTRACT- 400-86-0017
LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050) Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Databases; *Indexing; *Information Retrieval; Search Strategies; *Subject Index Terms; *Thesauri
IDENTIFIERS- *Bibliographic Data Bases; Current Index to Journals in Education; *ERIC; Resources in Education

This brief review of the Educational Resources Information Center (ERIC) system is intended to make users more aware of (1) the system as a whole, (2) the process of indexing educational literature for the database, and (3) the role of the Thesaurus of ERIC Descriptors in the overall information dissemination process. An overview of the ERIC system is provided, and a discussion of ERIC vocabulary maintenance includes descriptions of the 1977 Vocabulary Improvement Project (VIP) and the Vocabulary Review Group. In addition, information retrieval methods and tools for manual and computer searching are considered; and a discussion of ERIC's indexing provides general guidelines as well as detailed discussions of educational and age level descriptors, identifiers, and publication types. Further hints for relevant retrieval consider non-subject access and the target audience. Also included in the text are a listing of ERIC's searchable fields and vendors' field access labels; sample Resources in Education (RIE) and Current Index to Journals in Education (CIJE) entries; listings of mandatory educational and age level descriptors, publication/document types, and descriptors corresponding to publication type categories; and a guide for assigning pubtype codes. (KM)

Thom, Gordon A., Ed.
Making Canada Productive: Creating New Partnerships. Selected Cases = Rendons le Canada Productif: Creer de Nouvelles Associations. Cas Choisis.
Association of Canadian Community Colleges.
SPONS. AGENCY- Canada Employment and Immigration Commission, Ottawa (Ontario).

REPORT NO.- ISBN-0-88925-711-6
PUB DATE- 86
NOTE- 139p.
AVAILABLE FROM- Association of Canadian Community Colleges, 110 Eglinton Ave. West, Toronto, Ontario, Canada M4R 1A3 ($15.00 Canadian).
LANGUAGE- English; French
Document Not Available from EDRS.
PUB TYPE- Books (010) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Community Colleges; Cooperative Education; Cooperative Programs; Corporate Support; *Economic Development; Foreign Countries; Government School Relationship; *Job Training; *Labor Force Development; *School Business Relationship; School Community Relationship; *Technical Education; Technical Institutes; Two Year Colleges; Vocational Education; Work Experience Programs
IDENTIFIERS- *Canada

The Making Canada Productive project, a human resource initiative undertaken by the Association of Canadian Community Colleges (ACCC), is described in this monograph. An introductory chapter discusses the need for and aim of the project (i.e., to improve work force productivity through training, using creative partnerships between industry, labor, and government employers, and the colleges and institutes of Canada). This chapter also discusses: (1) the role of the former Minister of Education and Immigration in providing project funding; (2) the project activities and reports required by the contract; (3) eight invitational regional workshops held as part of the effort and their results; (4) the use of spotlight awards to honor outstanding partnerships and the criteria for giving the awards; (5) the successful negotiation of a renewed contract; (6) project mission; (7) project success; and (8) results of an ACCC survey designed to ascertain the level of partnership education in Canada at the college/institute level. The bulk of the report consists of case studies selected as examples of partnerships developed with large and small businesses; partnerships involving both public and private sectors; partnerships with high technology companies; methods of coping with technological change; apprenticeship programs; agricultural programs; projects promoting entrepreneurship; and partnerships with a variety of industries. (LAL)

ED 279 388 JC 870 149

Morgan, Don A.
Community College Trustees and Their National Association.
Postsecondary Planning Associates, Minneapolis, MN.
PUB DATE- 83
NOTE- 105p.; Document contains small type.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
Opinions/Personal Viewpoints/Position Papers/Essays (120)
Historical Materials (060)
DESCRIPTORS- College Administration; *Community Colleges; *Educational History; *Governing Boards; National Organizations; *Professional Associations; *Trustees; Two Year Colleges
IDENTIFIERS- *Association of Community College Trustees

An overview is provided of the conditions and forces which underpinned the creation of the Association of Community College Trustees (ACCT). Chapter 1 looks at major developments in the two-year college field related to the formation of the ACCT, including information on alternative organizations available to two-year college trustees, differences between four-year and two-year college boards, and the disparate backgrounds of community college trustees. Chapter 2 provides background information on the rise, purposes, and mission of the modern two-year college. After chapter 3 contrasts the current functions and roles of trustees with earlier perceptions of what boards should do, chapter 4 examines the personal characteristics of trustees and the organizational characteristics of boards, summarizes differences between elected and appointed members of boards, and reviews findings of a study of the perspectives, satisfactions, and frustrations of board members. Chapter 5 traces the interest of community college trustees in seeking affiliation with a national association, describing their early affiliation with and later separation from the National School Board Association and the foundation of the ACCT. Chapters 6 and 7 cover the history of the ACCT from its creation in 1972 through its first decade, highlighting the activities and services of the association and evidence of its maturation as an organization. Appendices include a bibliography and chronology of key events in the history of ACCT. (LAL)

ED 279 416 PS 016 366

Kalyan-Masih, V.
Cognitive Development of Rural Preschool Children.
PUB DATE- Jul 86
NOTE- 25p.; Paper presented at the World Organization for Early Childhood Education World Congress (18th, Jerusalem, Israel, July 13-17, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Classification; *Cognitive Development; *Conservation (Concept); Construct Validity; Developmental Stages; Longitudinal Studies; *Preschool Children; Preschool Education; *Rural Areas; *Serial Ordering
IDENTIFIERS- *Nebraska; Nebraska Wisconsin Cognitive Assessment Battery; Piagetian Tasks

A 3-year longitudinal study assessed cognitive changes among rural children 3 to 5 years old and validated the construct validity of the Nebraska Wisconsin Cognitive Assessment Battery (NEWCAB). Multistage area sampling techniques were used with a repeated measures, control group design. Participants in the sample were 40 3-year-olds, 57 4-year-olds, and 75 5-year-olds. All children came from intact two-parent families who derived some income from a farm of at least 10 acres and who had lived on a farm for at least 5 years prior to the study. Control subjects were used to check the effects of repeated testing with the NEWCAB. Consisting of 16 mostly Piagetian tasks that were differentially assigned according to age and difficulty levels to each of three sections, the NEWCAB assessed children's cognitive development in the areas of Relations, Classification, and Number and Length. Findings indicated that group means as well as the percentage of children attaining success increased significantly across 3 years. Outcomes of factor analyses supported the construct validity of the NEWCAB for preschool children. It is concluded that the rural setting seemed conducive to the normal cognitive development of children. (RH)

ED 279 431 PS 016 390

Burns, John L.; And Others
Some Effects among Self-Concept, Locus of Control, and Attribution in Young Children.
PUB DATE- Nov 86
NOTE- 22p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Memphis, TN, November 19-21, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Achievement; *Attribution Theory; *Elementary School Students; Grade 2; *Kindergarten Children; *Locus of Control; Performance Factors; Primary Education; Research Methodology; *Self Concept; Sex Differences; Theories

Each of 91 kindergarten and 79 second grade children attending public and parochial schools were assessed to explore possible relationships between students' performance increments and decrements on experimenter-manipulated puzzle games and their causal attribution for performance, locus of control, and self-concept. The first research question concerned the self-serving bias aspect of attribution theory: Does performance decrement lead to external attribution? The second research question addressed locus of control and attribution: Does internal or external control affect attribution and is the effect modified by performance increment or decrement? The third research question concerned effects of self-concept on attribution and whether on not the performance variation would bear on the relationship between self-concept and attribution. Two self-concept measures were obtained for each subject: the students' teachers completed the Behavioral Academic Self-Esteem Scale (BASE), and students completed the Martinek-Zaichkowsky Self-Concept Scale (MZSCS). The locus of control measure was the Stanford Preschool Internal-External Scale (SPIES). Generally, attribution showed minimal effects of self-concept, and no effect of either locus of control or self-serving bias. Attributions were more likely to be external than internal. This incidental effect was more pronounced for kindergarteners than for second graders. The preference for externality was unrelated to sex or performance variation conditions. (RH)

ED 279 471 RC 016 143

Lawless, Ken

Language Arts: The Intricate Interplay of Reading, Writing and Speech. Harvesting the Harvesters. Book 6.

State Univ. of New York, Potsdam. Coll. at Potsdam.

SPONS. AGENCY- Department of Education, Washington, DC.; New York State Education Dept., Albany. Bureau of Migrant Education.

PUB DATE- Oct 86

NOTE- 17p.; For related documents, see RC 016 138-147. Photographs may not reproduce well.

AVAILABLE FROM- School of Professional Studies, Potsdam College, Potsdam, NY 13676.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- *Communication Skills; Correspondence Study; Elementary Secondary Education; Individualized Reading; Inservice Teacher Education; *Language Arts; Language Experience Approach; Migrant Children; *Migrant Education; Migrant Problems; Migrant Workers; Preservice Teacher Education; *Reading Instruction; Reading Readiness; Reading Tests; *Teaching Methods; Units of Study; Verbal Ability; Vocabulary Skills; *Writing Instruction

IDENTIFIERS- Migrant Educators National Training OutReach

The sixth in a series of 10 study units for a Migrant Educators' National Training OutReach (MENTOR) correspondence course examines the role of speech, reading, and writing in migrant education and suggests approaches to teaching reading and writing which use group activities and individualized evaluation. Designed to be used in preservice or inservice teacher education, the unit establishes reading as the key to learning and oral comprehension as the prerequisite to reading. Excerpts from research reports explain that poor children respond to concrete stimuli better than to abstract stimuli such as words and describe the intellectual challenges of moving from concrete toward symbolic in learning how to read. The unit describes an individualized reading program using concepts of seeking, self-selection, and pacing and involving room reorganization, unit themes and student activities, individual conferences and recordkeeping. Another described teaching method, the language experience approach, uses students' language and experience to create reading materials with follow-up activities in vocabulary, word-attack skills, and comprehension. The unit discusses correct usage versus effective communication, storytelling, solving the blank page problem, the importance of trust in fostering creativity, and the value of vernacular English. A 29-item bibliography and addresses of state offices of migrant education are included. (LFL)

ED 279 501 SE 047 766

Conway, Lorraine
Learning about Plants. Superific Science Book I. A Good Apple Science Activity Book for Grades 5-8+.
REPORT NO.- ISBN-0-916456-69-2
PUB DATE- 80
NOTE- 70p.
AVAILABLE FROM- Good Apple, Inc., Box 299, Carthage, IL 62321-0299 (GA176; $5.95).

LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Botany; Classification; Elementary Education; *Elementary School Science; Experiential Learning; Field Trips; Intermediate Grades; Junior High Schools; Learning Centers (Classroom); *Plant Growth; *Plant Identification; *Science Activities; Science Education; *Science Instruction; *Trees
IDENTIFIERS- *Plants (Botany)
Based on the idea that active participation stimulates the processes by which learning takes place, this document provides teachers and students with a variety of information and learning activities which deal with plants. Basic concepts about plants are presented through the use of laboratory experiences, learning stations, field trips, and individual and group activities. The material focuses on: (1) the parts of trees and flowers; (2) the classification of plants (including the use of a simple dichotomous key in classifying trees); (3) making leaf collections and tree silhouettes; (4) germination of plants; (5) the transportation of water in celery; (6) tree dating; (7) building a sugar molecule; (8) poisonous plants; and (9) things to look for on field trips. The amount of time required for completion of the activities varies from a few minutes to an entire class period. The activities require little or no expensive materials. Included are reproducible handouts for many of the activities, along with quizzes, self-checks, and answer sheets. (TW)

ED 279 517 SE 047 784

Millstone, Erik; Crouch, David
The Social Relevance of Science and Technology Education. An Annotated Bibliographic Guide. Science and Technology Education Document Series No. 18.
United Nations Educational, Scientific, and Cultural Organization, Paris (France). Div. of Science, Technical and Environmental Education.
REPORT NO.- ED-86/WS/24

PUB DATE- 86
NOTE- 171p.
AVAILABLE FROM- Unesco Press, 7 place de Fontenoy, 75700 Paris, France.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; *Developing Nations; Environmental Education; Foreign Countries; *International Educational Exchange; International Organizations; *Science and Society; Science Education; Science Materials; Scientific Personnel; *Social Influences; Social Responsibility; *Technological Advancement
IDENTIFIERS- UNESCO

Developed as part of UNESCO's program in the teaching of science and technology, this bibliographic guide is intended to assist those concerned with curriculum development by providing annotated references to materials aimed at making science and technology more socially relevant. Materials are included which would help pupils, teachers, and teachers of teachers to think about the social relations of science and technology in developing countries. The references are organized into five major sections. These include: (1) "The Social and Economic Role of Scientific and Technological Knowledge and Personnel"; (2) "Science and Technology Education"; (3) "Science and Technology in Developing Countries"; (4) "Consequences of the Application of Science Based Technological Innovations"; and (5) "Science and Technology and the Satisfaction of Basic Needs and Social Goals." Each of the major sections and sub-sections contains an introduction which reviews the addressed topics. An appendix is also included which provides the names and addresses of international agencies and publishers. (ML)

ED 279 532 SE 047 800

Conway, Lorraine
Learning about Energy. Superific Science Book XI. A Good Apple Science Activity Book for Grades 5-8+.
REPORT NO.- ISBN-0-86653-267-6
PUB DATE- 83
NOTE- 74p.
AVAILABLE FROM- Good Apple, Inc., Box 299, Carthage, IL 62321-0299 (GA639; $5.95).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Alternative Energy Sources; Demonstrations (Educational); Elementary Education; *Elementary School Science; *Energy; Energy Conservation; Energy Education; Environmental Education; *Experiential Learning; Intermediate Grades; Junior High Schools; *Science Activities; Science Education; *Science Experiments; *Science Instruction
IDENTIFIERS- *Energy Sources

Based on the idea that active participation stimulates the processes by which learning takes place, this document provides teachers and students with a variety of information and learning activities dealing with energy. Concepts about energy are presented through the use of laboratory experiments, demonstrations, worksheet exercises and individual and group activities. The material focuses on: (1) kinetic and potential energy; (2) energy sources; (3) petroleum and its uses; (4) soap and detergents; (5) automobile designs; (6) coal products and uses; (7) the effect of air pollution on nylon; (8) electricity; (9) conducting heat; (10) natural gas; (11) hydroelectric power; (12) water use and conservation; (13) solar energy; (14) steam power; (15) energy conservation techniques; and (16) nuclear energy. Included are energy games, along with reproducible handouts for many of the activities, quizzes, self-checks, and an answer key. (TW)

ED 279 190 FL 016 498

Zettersten, Arne
New Technology in Language Teaching and Testing.
PUB DATE- 84
NOTE- 7p.; In: Ringbom, Hakan, Ed.; Rissanen, Matti, Ed. Proceedings from the Nordic Conference for English Studies (2nd, Hanasaari/Hanaholmen, Finland, May 19-21, 1983); see FL 016 498.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - General (140) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Classroom Techniques; Computer Assisted Instruction; Educational Change; *Educational Technology; Electronic Classrooms; Equipment Utilization; Foreign Countries; Grammar; Media Selection; *Microcomputers; *Second Language Instruction; Technological Advancement; Testing Programs; *Videodisks; *Videotape Recordings; *Videotex; Writing Skills
IDENTIFIERS- Sweden

A Swedish language teacher's experiences with recent developments in language teaching technology such as videotext, teletext, microcomputers, and videotapes and videodisks are presented. His conclusions regarding this new technology include the following: videotext is suitable for self-testing and distance education because it is interactive, but this system is costly and used mostly outside of education; teletext is more limited than videotext and is non-interactive but it is useful for reinforcing and testing vocabulary and grammar for a large audience; microcomputers are suitable for self-testing and for training in vocabulary and grammar, are relatively inexpensive, and are more suitable for school than university level instruction; videotapes and videodisks are extremely useful for institutions equipped to produce them; and the combination of the videodisk and microcomputer is particularly promising. (MSE)

ED 279 219　　HE 019 994

Lapchick, Richard E.; Malekoff, Robert
On the Mark: Putting the Student Back in Student-Athlete.
REPORT NO.- ISBN-0-669-12604-7
PUB DATE- 87
NOTE- 215p.
AVAILABLE FROM- D. C. Heath and Company, Lexington Books, 125 Spring Street, Lexington, MA 02173 ($22.00).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Books (010) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Alcoholic Beverages; *Athletes; College Admission; College Athletics; *College Bound Students; *College Choice; Decision Making; *Drinking; *Drug Abuse; Financial Aid Applicants; Higher Education; High Schools; *High School Students; Information Sources; Moral Values; Organizations (Groups); Student Problems; Student Recruitment; Womens Athletics
IDENTIFIERS- Booster Clubs; Gambling; *National Collegiate Athletic Association

A self-help guide for junior and senior high school athletes is presented to help them choose colleges and avoid mistakes that may affect their lives as well as their athletic careers. Stories of the good/bad experiences of athletes are included. For the college-bound student, information is included on admissions, grades, college entrance tests, and college facilities and other considerations. The campus visit and questions to ask the head coach are addressed, including the rules of the National Collegiate Athletic Association (NCAA) concerning recruitment along with issues for student-athletes being recruited to play in college, and reasons to avoid boosters. Problems inherent in athletes' involvement with gamblers and the extent of drug and alcohol abuse among high school students and the effects are discussed, including the cases of real-life athletes. Issues concerning women's athletics are also considered. A resource section covers standardized test guides, financial aid application, names and addresses of groups helpful in combatting drug and alcohol or gambling abuse, the "NCAA Guide fo the College-Bound Student Athlete," and the services of women's sports organizations. (SW)

ED 279 233 HE 020 066

Phelan, Andrew
Boundary-Spanning Professionals: Value-Adding Roles for Part-Time Faculty. Pratt Institutes's Strategy to Enhance Its Curriculum.
PUB DATE- Jun 86

NOTE- 14p.; Paper presented at a conference sponsored by Empire State College on "Value Added Learning: New Strategies for Excellence in Education and Training" (Saratoga Springs, NY, June 4-6, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adjunct Faculty; Contracts; Curriculum Development; Educational Quality; *Education Work Relationship; *Faculty College Relationship; Higher Education; *Multiple Employment; *Part Time Faculty; *Professional Education; Teacher Employment Benefits; Unions; Values
IDENTIFIERS- *Pratt Institute NY

The benefits of using part-time professional faculty are addressed, based on Pratt Institute's strategy for achieving academic excellence. A profile of the institute identifies its mission as essentially professional: it educates, among others, architects, engineers, librarians, and nutritionists. Since there is a need to get professional information directly into the curriculum, Pratt Institute employs large numbers of part-time faculty who are practicing professionals. A core liberal arts program ensures that ethical, humanistic, social, and historical values become an integral part of the professional education. By using full-time professionals who are part-time academics, professional norms and values are introduced into the curriculum, and students' transition into the world of work is eased. A long- time relationship with the institute is encouraged by the union contract for part-time faculty, which extends, on a prorated basis, many of the benefits associated with membership in the faculty. Advice is offered about what should and should not be done when deciding whether to use part-time faculty at a school. (SW)

ED 279 247 HE 020 082

Compendium of State Health Professions Distribution Programs, 1986.
Lewin and Associates, Inc., Washington, D.C.
SPONS. AGENCY- Health Resources and Services Administration (DHHS/PHS), Rockville, MD. Bureau of Health Professions.
REPORT NO.- HRP-0906964; ODAM-2-87

PUB DATE- Nov 86
NOTE- 384p.
CONTRACT- BHP-240-85-0062
LANGUAGE- English
EDRS Price - MF01/PC16 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Comparative Analysis; Eligibility; Financial Support; *Geographic Distribution; *Health Personnel; Higher Education; Incentives; Inner City; Needs Assessment; Participant Characteristics; Personnel Needs; *Physicians; *Primary Health Care; Public Policy; Recruitment; Rural Areas; *Specialization; *State Programs
IDENTIFIERS- *Health Manpower Shortage Areas

State programs designed to influence the geographic and specialty distribution of health professionals are examined. Summaries of 113 state health professions distribution programs operating in 1985-1986 are grouped by state and include information on the type of incentive, goals, eligibility, clinical specialties, funding, and physician characteristics. Attention is also given to: methods used by states to recruit physicians for shortage and underserved areas; the range of programs adopted by states, program goals and strategies; state level of effort and changes since 1981, and results that are relevant for state and federal policy. Detailed attention is given to the methods for determining specific areas of need and to the extent to which these methods rely on or are different from the approach used in designating federal health manpower shortage areas. Strategies employed by state health distribution programs concern: selective recruitment to undergraduate medical schools; influencing experiences during schooling; financial incentives to locate in certain areas; and aid in establishing and maintaining practices. (SW)

ED 279 262 HE 020 097

Dill, Gary A.
Faculty Perceptions of General Studies: A Case Analysis.
PUB DATE- 1 Nov 85
NOTE- 28p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *College Curriculum; College Faculty; *Curriculum Development; Economic Factors; Faculty Workload; Financial Policy; *General Education; Higher Education; *Resource Allocation; State Universities; *Teacher Attitudes
IDENTIFIERS- Formula Funding; *Southwest Texas State University

Background information on a new general studies curriculum at Southwest Texas State University is presented, along with faculty views about the new curriculum. The proposed three-level program covers essential skills, disciplinary perspectives, and integrative courses. Specific skills and content are outlined, along with the number of credit hours for each area. Students would also be required to complete 18 hours of writing intensive coursework in their degree program. While the interviewed faculty supported the concept of a solid academic foundation, there were serious misgivings about the design of the proposed new program. Of concern were a severe work overload and the realities of the state's enrollment-driven funding formula. Some faculty feared that funds accessible to the university would be allocated only to departments responsible for actively generating student credit hours. Increased or continued funding for faculty positions might be directed to departments that demonstrate high student demand for their courses. While the ideals of general education were appreciated, faculty found financial realities important, and many questioned whether, instead of focusing on the new curriculum, the current academic foundations program could have been revised. (SW)

ED 279 276 HE 020 122

Wolfe, David; Rawlings, Brenda W.
Hearing Impaired Students in Postsecondary Education, 1986 Edition.
American Council on Education, Washington, DC. HEATH Resource Center.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 86

NOTE- 9p.; For original fact sheet, see ED 218 989.
GRANT- G0084C3501
AVAILABLE FROM- Higher Education and the Handicapped Resource Center, The National Clearinghouse on Postsecondary Education for Handicapped Individuals, One Dupont Circle, NW, Suite 670, Washington, DC 20036-1193.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reference Materials - Bibliographies (131)
DESCRIPTORS- *Accessibility (for Disabled); *Ancillary School Services; *College Students; Deaf Interpreting; *Hearing Impairments; Information Sources; *Mainstreaming; Postsecondary Education; Resource Materials; Sensory Aids; *Special Classes; Student Adjustment

Postsecondary options for hard of hearing and deaf students are identified, and practical suggestions are offered for students, faculty, and service providers. In addition to providing facts about hearing loss and the effects of age of onset of hearing loss, information is provided on communication methods, special support services, and resources. Students have three environments to consider: the two federally supported national schools (Gallaudet College and the National Technical Institute for the Deaf), a separate (special) program for hearing impaired students on the regular college campus, and a mainstreamed program in a setting with mostly hearing students. The Individual Written Rehabilitation Plan is available for students in the mainstream who are clients of the State Vocational Rehabilitation program. Special support services include: interpreters, notetakers/tutors, special communications equipment, and remedial reading and writing programs. Since social concerns are also important, suggestions are offered to both students and instructors to promote acceptance and support for hearing impaired students outside of the classroom (e.g., in the cafeteria, gym, and residence hall). An annotated resource section covers books, organizations, specific programs, and special equipment. (SW)

ED 279 332 IR 051 803

Cook, Michael

Guidelines on Curriculum Development in Information Technology for Librarians, Documentalists, and Archivists.

United Nations Educational, Scientific and Cultural Organization, Paris (France). General Information Programme.
REPORT NO.- PGI-86/WS/26
PUB DATE- 86
NOTE- 132p.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Course Content; *Curriculum Development; Developed Nations; Developing Nations; Educational Planning; Foreign Countries; *Information Science; Information Systems; *Information Technology; Interdisciplinary Approach; *Librarians; *Library Education; Units of Study
IDENTIFIERS- *Archivists; *Records Management

These guidelines were developed as one of a series of studies aimed at developing training in information technology (IT) for the information professions, and encouraging and structuring the harmonization of education and training among librarians, information scientists, and archivists, the three main professions which together make up the central stream of information careers. An introduction presents the study background and aims, provides a definition of terms, and discusses some broad questions that should be considered before designing a curriculum. Detailed guidelines for the application of general norms to the education and training of the information science, library, and archive professions are then provided for the following areas: (1) Infrastructures (Overall Information Systems and Development Plans, Manpower Planning, Investment for IT Training, and Planning an IT Program); (2) The Question of Harmonization (First Professional Entry, Recruitment to Senior Management, First Entry for Paraprofessionals, Recruitment to Teaching Posts in Training Schools, and Continuing Education and Retraining); and (3) The Curriculum (Scope and Range of Information Technology, Course Modules, and Course Construction). The guidelines are also presented in summary form, and a bibliography and references are provided. (KM)

ED 279 374 JC 870 132

Transfer Student Follow-Up Report: A Follow-Up of 1979 and 1984 Students Who Transferred from Cuyahoga Community College to Two Area Universities.

Cuyahoga Community Coll., Cleveland, Ohio.

PUB DATE- Mar 87
NOTE- 27p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Academic Achievement; *Academic Persistence; Articulation (Education); *College Transfer Students; Community Colleges; Comparative Analysis; Followup Studies; Graduate Surveys; Higher Education; School Holding Power; *Student Characteristics; Two Year Colleges; *Two Year College Students; Universities

A study was conducted at Cuyahoga Community College (CCC) in Ohio to describe the nature and progress of former CCC students who transferred to Cleveland State University (CSU) and Kent State University (KSU) in 1984. The study tracked students for 3 years, from 1979 to 1982, examining transfer, persistence, and graduation rates. A comparison of the data from a previous study of students who transferred to the universities in 1979 revealed: (1) 429 students transferred to CSU in 1979, compared to 560 students in 1986; (2) between 1979 and 1984, the demographic characteristics of the transfer students changed slightly with the average age of transfer students increasing at both universities; (3) while the proportion of females transfering to CSU increased the proportion transferring to KSU decreased; (4) only 10%-11% of the students had been out of school for more than a year before transferring; (5) the number of student credits accepted by the universities increased since 1979; (6) during the period between 1979 and 1982, 32.4% of the students who transferred to CSU obtained bachelor's degrees; (7) transfer students at both universities showed increasing grade point averages as they progressed at the four-year colleges; and (8) more than 63% of the students at CSU and KSU attended at least three terms. The survey instrument designed to solict transfer students' perceptions of their two-year and four-year college experiences is appended. (EJV)

Price, John A.
Readings in Canadian Native Studies.
PUB DATE- 86
NOTE- 10p.

LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131) Journal Articles (080)
DESCRIPTORS- *American Indian Culture; American Indian Education; *American Indian History; *American Indian Studies; Authors; *Canada Natives; Canadian Literature; College Programs; Eskimos; Foreign Countries; Higher Education; *Human Resources; Publications; *Resource Materials; Scholarly Journals; Tribes
IDENTIFIERS- Canada; *Canadian Native Studies

After noting that Canadian and American scholars virtually ignore each other in the field of Native Studies, this paper summarizes sources of information for anyone interested in Canadian Native studies. The introduction mentions university programs and departments, newspaper coverage of Native issues, number of books and monographs published per year, and 11 Native studies journals. A list of 66 pioneers who have published in Canadian Native studies is arranged initially by geographic region and then in a rough sequence by date of publication. Each author's major fields of study are included. The list can be used to track down early publications concerning particular topics or Native societies. The final section provides 127 references selected to meet 5 criteria: (1) published since 1970; (2) in English; (3) wide availability in university libraries; (4) comprehensive coverage for an introduction to Canadian Native studies in all its diversity; and (5) good quality within a sub-field of Native studies. Entries are arranged alphabetically under the subject headings of general (5 entries), native authors (8), archaeology (6), art (9), cultural anthropology (25), economics (8), education (2), history (28), linguistics and literature (9), medicine (3), politics and law (12), religion (7), and sociology and social work (5). (JHZ)

ED 279 485 RC 016 169

Bridgman, John N., Jr., Ed.
A Manual for Merger. A Guide to Examine the Feasibility & Implications of Merger: The Pros & Cons.
North Carolina State Dept. of Public Instruction, Raleigh. Div. of **School Planning.**
PUB DATE- Mar 87
NOTE- 39p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Boards of Education; Consolidated Schools; County School Districts; *Decision Making; *Educational Finance; Educationally Disadvantaged; Educational Opportunities; *Educational Policy; Elementary Secondary Education; *Equal Education; Feasibility Studies; *Mergers; Rural Education; *School Districts; School District Size; School District Spending
IDENTIFIERS- *North Carolina

Written for boards of education, school administrators, and others who wish to explore the possibilities of merger within their own counties, this manual examines the pros and cons through the experiences of those who have implemented school district mergers in recent years in North Carolina. Guidelines are provided for implementing mergers legally, efficiently, and with as much public support as possible. The manual begins with historical background on North Carolina's special chartered school districts, created from 1870 to 1957 and intended to improve education with money from special supplemental taxes. The trend toward mergers of these districts is discussed, including social and economic factors that led to 27 mergers from 1960 to 1986. Specific questions relating to merger are then posed. They cover the impact of mergers on educational costs, long-range planning, taxing authority, and student achievement. The effects of growing percentages of minority and disadvantaged students, enrollment decline, and public sentiment are examined. A section on legal requirements spells out North Carolina procedures. A sequence of 7 steps is suggested for boards of education exploring the possibilities of merger, and 12 steps are outlined for boards electing to proceed with merger. (JHZ)

ED 279 174 FL 016 482

Wikberg, Kay

Some Critical Observations on Present-Day English Lexicology.

PUB DATE- 84
NOTE- 15p.; In: Ringbom, Hakan, Ed.; Rissanen, Matti, Ed. Proceedings from the Nordic Conference for English Studies (2nd, Hanasaari/Hanaholmen, Finland, May 19-21, 1983); see FL 016 498.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Comparative Analysis; Data Collection; Definitions; Diachronic Linguistics; Dialect Studies; *English; *Intellectual Disciplines; Language Research; Language Styles; *Lexicology; *Linguistic Theory; Morphemes; Morphology (Languages); Vocabulary
IDENTIFIERS- *Word Formation

Some aspects of the field of lexicology in general, and of English lexicology in particular, are examined in light of current linguistic theory. Definitions of lexicology, its role in linguistics, the concept and nature of lexical competence, the relationship of grammar and lexicon, and the process of lexicalization are reviewed. Conversion and compounding are looked at as examples of word-formation processes, and the quality of the corpora of lexical research is discussed. The analysis concludes that in English studies, lexicology has touched the areas of the history of vocabulary, dialect research, derivational morphology, word-formation lexicography, and stylistics, and while it cannot be viewed as an autonomous subdivision of linguistics, it is a legitimate field of study alongside grammar. (MSE)

ED 279 205 FL 016 521

Simich-Dudgeon, Carmen
Parent Involvement and the Education of Limited-English-Proficient Students. ERIC Digest.
ERIC Clearinghouse on Languages and Linguistics, Washington, D.C.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Dec 86
NOTE- 4p.
CONTRACT- 400-86-0019
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Community Cooperation; Educational Research; Elementary Education; Family Involvement; High Schools; High School Students; *Limited English Speaking; Parent Influence; *Parent Participation; *Parent Role; *Parent School Relationship; *Program Development; *Program Effectiveness; Public Schools; School Districts
IDENTIFIERS- ERIC Digests

Over the last two decades, there has been a growing body of research evidence suggesting important benefits to be gained by elementary-age schoolchildren when their parents provide support, encouragement, and direct instruction in the home and school and maintain good communication with the school and related organizations. Involvement is often a new concept to limited-English-proficient (LEP) parents, sometimes interpreted as interference, and may be limited by language proficiency. However, parent-school collaboration at home can be encouraged, and bilingual community liaisons may help bridge cultural and language differences between school and home. Such a program was conducted by the Trinity-Arlington Teacher and Parent Training for School Success Project, using home lessons from the Vocationally-Oriented Bilingual Curriculum (VOBC). Research in both English-proficient and LEP populations shows that parent involvement at home can be highly successful in improving parent knowledge to assist children in improving their attendance and behavior, as well as achievement levels. Development of parent involvement programs should begin with the training of school personnel in establishing home-school collaboration with LEP parents', the effort should also include a

member of the parents' language community who can serve as the bilingual community liaison. (MSE)

ED 279 291 IR 012 527

Copyright. CET Information Sheet No. 6.
Council for Educational Technology, London (England).

PUB DATE- Dec 85
NOTE- 9p.
AVAILABLE FROM- Council for Educational Technology, 3 Devonshire Street, London W1N 2BA, England.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Art; Audiotape Recordings; Broadcast Television; *Copyrights; Developed Nations; Drama; Films; Foreign Countries; *Instructional Materials; Literature; Music; Publications; *Reprography
IDENTIFIERS- *License Agreements; United Kingdom

The United Kingdom (UK) is a large producer of published materials and as such has a strong copyright law (the Copyright Act of 1956). The law protects eight categories of materials--literary, dramatic, musical, and artistic works; sound recordings; film; broadcasts; and published editions--but the law varies from one type of material to another. Some statutory exemptions from which education may benefit have been incorporated into the law, but these are very limited. In brief, copying is not allowed for "substantial" parts of original materials, sound recordings or films; published editions (except by librarians); or multiple copies of printed matter for class use. To assist educational users, certain groups of copyright owners will permit a limited amount of multiple copying of printed materials for teaching purposes; the copying of printed music and transferring of commercial sound recordings onto cassettes in certain circumstances; and some off-air recording of educational programs. Many of these organizations require licenses or fees and inquiry should be made to the publisher or production company regarding licensing arrangements. This leaflet provides only a basic outline of the subject of copyright; more detailed information can be found in other Council for Educational Technology (CET) publications. (DJR)

ED 279 304 IR 012 543

Small, Marian; Haley, George
An Investigation of Alternative Computer Inservice Programs for Elementary School Teachers.
PUB DATE- Jul 86
NOTE- 83p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Comparative Analysis; *Computer Assisted Instruction; Developed Nations; *Elementary School Teachers; Foreign Countries; *Inservice Teacher Education; Intermode Differences; Language Arts; Mathematics; Microcomputers; Pilot Projects; *Teacher Attitudes; *Teaching Methods; Use Studies
IDENTIFIERS- Computer Anxiety; New Brunswick

A pilot study was undertaken to investigate alternative inservice programs for teachers that would minimize their anxiety about computers and assist them in integrating computers into their teaching practices. The complete staffs of four elementary schools participated, and each school tested a different approach: math-drill and practice; math-higher level skills; language arts-drill and practice; and language arts-higher level skills. Emphasizing the use of software packages and hands-on experience, the 10 inservice sessions were delivered to the participants at each school separately for an hour at a time. The data, collected through pre- and post-training inventories, questionnaires, and interviews, revealed that teachers were generally receptive toward computers and their uses, and negative about feelings of anxiety, exposing ignorance when using computers, and of being unprepared and slow in relation to computers. It was also found that administrative leadership and support were very important factors in the success of the inservice program. Data summaries are presented in nine tables, copies of the forms and questionnaires used are appended, and references are provided. (DJR)

ED 279 402 PS 016 320

Rowland, Bobbie H.; And Others
School-Age Child Care Training Package.
Council for Children, Charlotte, NC.
PUB DATE- 86
NOTE- 347p.; Prepared under grants from the Children's Trust Fund and
WBT Penny Pitch Children's Charities.
AVAILABLE FROM- Council for Children, 229 South Brevard Street, Suite
202, Charlotte, NC 28202 ($15.00, plus $2.00 postage for training
package alone; $25.50 plus $2.50 postage for training package plus
videotape).
LANGUAGE- English
EDRS Price - MF01/PC14 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom
Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Comprehension; Curriculum Development; Family
Influence; Group Instruction; Independent Study; *Individual
Development; Latchkey Children; Leadership; *Learning Activities;
Learning Modules; Observation; Parent Participation; Program
Administration; *Program Development; *School Age Day Care; *Staff
Development; Stress Variables
IDENTIFIERS- Parent Community Relationship

Designed for school-age child care staff training, this package of materials aims to (1) increase understanding of the developmental needs of school-age children between 5 and 12 years of age; (2) provide information on developing safe, supportive, and enriching programs for children during the hours they are not in school; and (3) involve staff in activities designed to apply new information and enhance skills. The package contains 40 short papers divided among four training modules each containing some or all of the following: a list of general references, a discussion guide, a set of activities, and a list of further readings. Focusing on the school-age child, Module 1 includes units on the latchkey child, developmental needs of children, and the stress of childhood. Concerning the school-age child care leader, Module 2 provides units focusing on the leader, on working with children, and the curriculum. Module 3 centers on the family and includes units on the American family, parent-community relations, and parent participation in school-age child care. Module 4, in dealing with administration, describes the administrator, how to manage the program, and day-to-day program operation. The training package may be used alone or in conjunction with a supplementary half-inch videotape consisting of observations of children, leaders and programs, and interviews with parents and administrators. (RH)

ED 279 533 SE 047 801

Conway, Lorraine
Learning about Plants and Animals in Nature. Superific Science Book XII. A Good Apple Science Activity Book for Grades 5-8+.
REPORT NO.- ISBN-0-86653-356-7
PUB DATE- 86
NOTE- 68p.
AVAILABLE FROM- Good Apple, Inc., Box 299, Carthage, IL 62321-0299 (GA797; $5.95).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Animals; Biological Influences; Botany; Elementary Education; *Elementary School Science; *Experiential Learning; Intermediate Grades; Junior High Schools; Plant Growth; Plant Identification; *Science Activities; Science Education; *Science Experiments; *Science Instruction; Zoology
IDENTIFIERS- *Plants (Botany)

Based on the idea that active participation stimulates the processes by which learning takes place, this document provides teachers and students with a variety of information and learning activities that deal with plants and animals in nature. Basic concepts are presented through the use of laboratory experiments, worksheet exercises, diagrams, and individual and group activities. The materials focus on: (1) microscopic organisms; (2) sponges; (3) the life cycle of a tapeworm; (4) insects and insect pests; (5) brine shrimp; (6) fish; (7) snakes; (8) the similarities between bones and eggshells; (9) birds; (10) protection coloration; (11) whales; (12) biological communities; (13) flowers and fruits; (14) seeds; (15) the art of drying flowers; and (16) plant dyes. Included are reproducible handouts, quizzes, and an answer key. (TW)

ED 279 549 SE 047 824

Allen, C. B.; And Others
Annotated List of Laboratory Experiments in Chemistry from the Journal of Chemical Education. Second Edition, 1957-1984.
Rensselaer Polytechnic Inst., Troy, N.Y.
PUB DATE- 86
NOTE- 442p.
AVAILABLE FROM- American Chemical Society, Education Division, Office of College Chemistry, 1155 Sixteenth St., NW, Washington, DC 20036 ($28.00; includes postage and shipping in U.S. and Canada; add $2.00 for surface; $15.00 additional for air mail, foreign).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; *Chemistry; *College Science; Higher Education; Laboratory Procedures; Science Activities; Science Education; *Science Experiments; *Science Instruction; Secondary Education; *Secondary School Science

This document is the second edition of the Annotated List of Laboratory Experiments in Chemistry first published in 1980. All entries in the Journal of Chemical Education describing laboratory experiments in chemistry or laboratory descriptions suitable for student experiments or projects, for the years 1957-1984 inclusive, have been listed and annotated. The list has been categorized into the seven principal fields of chemistry. These are: (1) analytical chemistry; (2) biochemistry; (3) inorganic chemistry; (4) organic chemistry; (5) physical chemistry; (6) polymer chemistry; and (7) radiochemistry. The level of the individual experiments are indicated, ranging from those that require no background in chemistry to those appropriate for advanced/specialized graduate courses. Additional keywords are used, as described in the accompanying glossary, to facilitate quick visual scanning of the list. (TW)

ED 279 159 FL 016 419

Driver Education. Supplemental Lessons and Activities for Use with Limited English Proficient (LEP) Students Enrolled in ESL or Special Education Classes.

Fairfax County Schools, Va.

SPONS. AGENCY- Office of Bilingual Education and Minority Languages Affairs (ED), Washington, DC.
PUB DATE- 86
NOTE- 42p.
GRANT- G008525195
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Class Activities; Consumer Education; Course Objectives; Daily Living Skills; Drinking; *Driver Education; Drug Use; *English (Second Language); Evaluation Criteria; High Schools; High School Students; Idioms; Instructional Materials; Interpersonal Competence; Learning Activities; *Limited English Speaking; Second Language Instruction; *Special Education; *Traffic Safety; *Vocabulary Development

A curriculum for use with limited English proficient students in English-as-a-second-language or special education classes who are enrolled in the driver education course is described. The 14 lessons require a basic proficiency in understanding, speaking, reading, and writing English. The lessons cover such topics as vocabulary and idioms related to driver education, applying for and getting a driver's license, appropriate interactions with a police officer and at the scene of an accident, road signs, signaling and space cushions, drinking and driving, drugs and driving, how to buy a car, keeping a car in good condition, and economy driving. Each lesson includes objectives, a list of instructional materials needed for implementation, procedures and class activities, and suggestions for evaluation. A list of useful resources is also appended. (MSE)

ED 279 347 IR 051 819

Lee, Helen C.

University Microcomputer Services for the Public.

PUB DATE- Apr 86
NOTE- 8p.; Paper presented at the Midwest Regional Academic Microcomputer Conference (Indianapolis, IN, April 2-4, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050) Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Community Education; Community Organizations; Computer Literacy; Higher Education; *Microcomputers; Needs Assessment; *Program Development; Public Service; *School Community Relationship; Universities; *Workshops
IDENTIFIERS- *Computer Services; Target Populations

The establishment of university microcomputer services for the public has at least two purposes: the promotion of the image of the institution with widely diverse groups and the maximization of the university's capital investment. The first step in planning to serve the public is to undertake a needs assessment by locating target populations through official and unofficial contacts with community groups. Next, flyers should be sent to inform prospective users and stimulate participation by outlining possible university services. University workshops might be developed for organizations interested in university assistance; at such meetings, handouts and discussions could outline university microcomputer services, and groups could be encouraged to assess their need for computer training. Courses designed for the public should not include programming, but instead should concentrate on applications such as word processing and the uses of databases, spreadsheets, and drawing programs. Many home computer owners also want information on purchasing computer equipment. Additional considerations when establishing a program for the public include optimum scheduling and the provision of individual support for participants. It is also important for workshop participants to have a product to take home with them after every session. (KM)

ED 279 389 JC 870 150

Demery, Marie

Introduction to Drawing and Design: An Exercise Guide for the Art Instructor.

PUB DATE- 87
NOTE- 19p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Art Activities; *Art Education; Art Materials; Community Colleges; Definitions; Design; *Freehand Drawing; Instructional Materials; Two Year Colleges

An exercise package is presented for use in introducing the first-year junior college design student to the simplified techniques of contour drawing and cropping. First, introductory comments discuss the purpose and possible uses of the exercise. Next, the following terms are defined: positive contour drawing, three-dimensions, closure, originality, design, cropping, and format. After suggesting subject matter and art materials for the exercise, the package presents the steps involved in making a positive contour drawing and using the cropping technique. Next, a guide is presented to help students select their most effective drawing for display and group discussion. Finally, six examples of bamboo pen and ink positive contour drawings are presented. A bibliography is included. (LAL)

ED 279 432 PS 016 392

Webster, Loraine; Wood, Robert W.
Kindergarten: What Do Parents Want?
PUB DATE- 86
NOTE- 13p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Basic Skills; *Elementary School Curriculum; *Kindergarten; *Parent Attitudes; Primary Education; Surveys
IDENTIFIERS- *Developmental Curriculum; *South Dakota

Due to controversy over what constitutes an appropriate kindergarten curriculum, parents were asked directly what they wanted kindergarten to provide for their children. A 15-item questionnaire focusing on common kindergarten teaching practices was sent to parents of kindergarten children who attended 100 elementary schools in South Dakota. Content of questionnaire items ranged from highly organized formal teaching approaches such as teaching beginning reading to developmental activities such as time for free play. Information dealing with sex of respondent, type of family, and eduational level was also requested from the parent. Space was provided for the parent respondent to add comments. Over 2,200 questionnaires from 92 schools were returned. Results indicated parents wanted schools to provide a kindergarten curriculum with both academic and developmental components. Teaching phonics and the alphabet, and teaching counting and number recognition were the two common kindergarten teaching practices considered most necessary. A total of 30 percent or more of the parents considered it to be unnecessary to teach social studies, science, or to provide sizeable blocks of time for free play. (RH)

ED 279 445 RC 016 084

Ruiz, Esther; Miranda, Luis A.
MEPs/USA--The Directory of Precollege and University Minority Engineering Programs.
National Action Council for Minorities in Engineering, Inc., New York, NY.
SPONS. AGENCY- National Science Foundation, Washington, D.C.
PUB DATE- 86
NOTE- 56p.
GRANT- TEI-8470458
AVAILABLE FROM- NACME, Inc., 3 West 35th Street, New York, NY 10001-2281 ($2.00 plus shipping charge).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- *Access to Education; *Engineering Education; Higher Education; *Institutes (Training Programs); *Minority Groups; *Pretechnology Programs; Professional Education; Secondary Education; Technical Education
IDENTIFIERS- *National Action Council for Minorities in Engineer; *Precollege Programs

This second edition directory lists 138 year-round precollege and university minority engineering programs that were staffed as of March 1, 1986. Entries were collected through questionnaires mailed to the field. Respondents listed their programs as full-time if professional staff devotes 75% or more of their time to minority engineering work exclusively, or part-time if professional staff is allocated below the 75% level. All data is listed alphabetically by state and city and includes: program acronym or title, sponsoring institutions, address and telephone number, and names and titles of directors and/or other staff. Similar information is provided for eight national organizations involved with minority engineering educational efforts. To ease utilization, indexes by individual's name and program acronym have been included. The questionnaire, a list of National Action Council for Minorities in Engineering, Inc. (NACME) donors, names and corporate affiliations of members of the NACME Board of Directors, and the names of NACME officers and staff are provided. (NEC)

ED 279 472 RC 016 144

Lawless, Ken
Music for the Mind: Mostly Mathematics, Mixed with Other Matters. Harvesting the Harvesters. Book 7.
State Univ. of New York, Potsdam. Coll. at Potsdam.
SPONS. AGENCY- Department of Education, Washington, DC.; New York State Education Dept., Albany. Bureau of Migrant Education.
PUB DATE- Oct 86
NOTE- 17p.; For related documents, see RC 016 138-147. Photographs may not reproduce clearly.
AVAILABLE FROM- School of Professional Studies, Potsdam College, Potsdam, NY 13676.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- Computer Uses in Education; Correspondence Study; Elementary Secondary Education; Fine Arts; Mathematics Anxiety; *Mathematics Education; *Mathematics Instruction; Mathematics Tests; *Migrant Children; *Migrant Education; Outdoor Education; Student Centered Curriculum; *Teacher Education; Teacher Influence; *Teaching Methods; Teaching Styles; Units of Study; Values Education
IDENTIFIERS- Migrant Educators National Training OutReach

The seventh of a series of 10 study units for a Migrant Educators' National Training OutReach (MENTOR) correspondence course examines mathophobia and the special problems of language and continuity encountered by migrant children studying mathematics. Designed for use in preservice or inservice teacher education, the unit discusses testing and bad teaching as causes of math anxiety and suggests ways to deal with the patterns of misunderstanding and low self-confidence often present in mathophobic students. Excerpts from books and research reports offer perspectives on cultural background and mathematical achievement, illustrate good and bad mathematics teaching, and discuss child-centered, relevant, and natural methods for teaching disadvantaged students. Other topics include the computer as a humanizing device, relevance of outdoor education to migrant children, values teaching, and the arts as an area of basic skills. An 8-item bibliography and list of state offices of migrant education are included. (LFL)

ED 279 502 SE 047 767

Conway, Lorraine
Learning about Heredity and Embryology. Superific Science Book II. A Good Apple Science Activity Book for Grades 5-8+.
REPORT NO.- ISBN-0-916456-90-0
PUB DATE- 80
NOTE- 51p.
AVAILABLE FROM- Good Apple, Inc., Box 299, Carthage, IL 62321-0299 (GA179; $4.95).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Biology; Elementary Education; *Elementary School Science; *Embryology; Experiential Learning; *Genetics; *Heredity; Human Body; Intermediate Grades; Junior High Schools; Learning Centers (Classroom); Reproduction (Biology); *Science Activities; Science Education; *Science Instruction

Designed to provide teachers with low cost laboratory exercises, project ideas, and classroom activities for individuals and groups, this document focuses on the concepts of heredity and embryology. The materials address the topics of: (1) cell division; (2) the identification of the human embryo; (3) chromosomes; (4) DNA; (5) differences in the gestation periods of mammals; (6) the incubation of chicken eggs; and (7) human fetal growth. The materials include ideas for learning stations, quizzes, self-checks, and answer keys. It is intended that the activities will require a minimum of equipment and teacher preparation time. Reproducible handout sheets are also provided. (TW)

ED 279 175 FL 016 483

Pahlsson, Christer

Stickers, Shifters and Others: Aspects of Dialect Space.
PUB DATE- 84
NOTE- 24p.; In: Ringbom, Hakan, Ed.; Rissanen, Matti, Ed. Proceedings from the Nordic Conference for English Studies (2nd, Hanasaari/Hanaholmen, Finland, May 19-21, 1983); see FL 016 498.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Articulation (Speech); Community Characteristics; Diachronic Linguistics; Distinctive Features (Language); *English; Foreign Countries; Language Rhythm; Language Variation; Lexicology; *Nonstandard Dialects; *Phonology; Pronunciation; Rural Areas; *Social Influences; Sociolinguistics; *Speech Habits; *Stress (Phonology)
IDENTIFIERS- *England

A study of the factors affecting the burring of word-initial /r/ in a small English village found variability in the temporal, spatial, social, sexual, and phonic aspects of usage. Six categories of burrers are distinguished according to their speech habits. The evidence points to an ongoing socially and phonetically conditioned change in the village with stress as the underlying factor: the route of the innovation is set by the phoneme in stressed syllables as opposed to unstressed syllables, and the sound change appears to be proceeding gradually through the population. The change is also lexically gradual, with only some lexical items affected. (MSE)

ED 279 191 FL 016 499

Laing, Neville
Rationale of CAB (Communication Activities for Beginners).
PUB DATE- Sep 85
NOTE- 10p.; Paper presented at the Annual Meeting of the Japan
Association of Language Teachers (Kyoto, Japan, September 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Class Activities; *Communication Skills; *Educational Games; *Games; Group Activities; Interlanguage; *Introductory Courses; Learning Activities; Memorization; Second Language Instruction; Vocabulary Development

A variety of games for beginning second language learners are described. The games are designed to develop the student's confidence in communicating in the target language and to help establish his interlanguage. They include: a bilingual guessing game, to be played by a learner and a native speaker; a game to match words, pictures, and definitions; a conundrum in the form of a physical puzzle; a description/object guessing game and variations; a geography guessing game; an exercise in reconstructing a story from mixed sentences; and a word/picture matching game. Several related books are listed. (MSE)

ED 279 234 HE 020 067

Willmer, Wesley K.
A New Look at Managing the Small College Advancement Program.
Council for the Advancement and Support of Education, Washington, D.C.
REPORT NO.- ISBN-0-89964-250-0
PUB DATE- 87
NOTE- 135p.
AVAILABLE FROM- CASE Publications Order Department, 80 South Early Street, Alexandria, VA 22304 ($18.50, prepaid).

LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Administrator Characteristics; *Alumni; Budgets; College Admission; Comparative Analysis; *Fund Raising; Grantsmanship; Higher Education; *Institutional Advancement; Institutional Characteristics; *Program Administration; Program Costs; Public Relations; Questionnaires; School Business Relationship; *Small Colleges; *Student Recruitment

Information about advancement programs at 190 small colleges is provided, with attention to recruitment/admissions, executive management, institutional relations, alumni, and fund raising. The 190 colleges, which responsed to a survey of members of the Council of Independent Colleges, are described according to enrollment size, geographic location, years in existence, educational and general budgets, and titles of responding person. Comparisons are made to a similar 1981 survey of small colleges. The findings, which are presented in 66 tables and narrative explanations, can be compared to advancement programs of other small colleges. A conceputal framework that gives standards for comparison is included, based on the professional literature on higher education and institutional advancement. The theoretical framework contains five major elements: institutional commitment, authority and organizational structure, personnel resources, advancement activities and functions, and evaluation. Recommendations for small college advancement programs are presented, along with the survey questionnaire and list of responding institutions and their location (state, region). (SW)

ED 279 248   HE 020 083

Facts Program, 1985-1986. Final Report. OEA Evaluation Report.
New York City Board of Education, Brooklyn, N.Y.
PUB DATE- Dec 86
NOTE- 22p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- College Bound Students; *College School Cooperation; *College Students; *Financial Aid Applicants; Helping Relationship

Higher Education; High Schools; *High School Students; Peer Counseling; Program Evaluation; Public Schools; *Student Financial Aid; Technical Institutes; Work Study Programs
IDENTIFIERS- College Work Study Program; *Financial Aid For Colleges and Tech Schools Prog; *New York City Board of Education

Results of evaluating the Financial Aid for Colleges and Technical Schools (FACTS) Program are presented, along with recommendations for the program. The program placed college work/study students in New York City public high schools to help high school students complete financial aid applications for postsecondary education. In 1985-1986, more than 75 associates plus an additional 26 school volunteers helped students complete financial aid applications at 91 high schools. The student associates worked an average of 10.5 hours per week and were supervised daily. In addition to identifying FACTS program goals and indicators of the extent of goal achievement, information is included on program organization and implementation, training and productivity of the associates and their bilingual ability, and staff perceptions and suggestions. Five recommendations are offered, including: program staff and college advisers should develop a systematic approach to increase students' awareness of the program; and the advisory board should increase the number of associates in each high school or the number of hours each associate works. Participating high schools are listed. (SW)

ED 279 263 HE 020 098

Dill, Gary A.

Do You Hear What I Hear? A Response to Faculty Perceptions.
PUB DATE- 13 Dec 85
NOTE- 13p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- College Environment; College Faculty; *Faculty College Relationship; *Faculty Workload; Higher Education; Incentives; Interprofessional Relationship; Labor Market; Rewards; Teacher Administrator Relationship; *Teacher Attitudes; *Teacher Morale; Teacher Responsibility; Teacher Salaries; Teacher Supply and Demand; *Work Environment
IDENTIFIERS- *Southwest Texas State University

Causes of morale problems among faculty at Southwest Texas State University are discussed, along with suggestions to improve conditions. Causes include: real income decline, a deteriorating work environment, an inhospitable academic labor market, increasing disciplinary isolation and inequity, a demanding teaching load, high research demands, lack of trust in the college administration, and a perception by faculty that the university does not have high prestige. Suggestions include: while large salary increases may be impossible, rewards might be provided, including increased travel budgets, as well as work-study students to provide clerical support; care should be exercised in the use of the academic labor market as a resource for achieving compliance or assuming a sense of security about availability of replacement staff; exploring creative ways for fostering cross disciplinary dialogue and increasing a sense of mutual professionalism among the faculty; reticence by faculty members to do research or some other activity should not be seen as lack of commitment but perhaps lack of time; and care should be taken to nurture communication lines between faculty and administrators. (SW)

Student Aid Down Dramatically since 1980. 1986 Freshman Survey Results. Cooperative Institutional Research Program.

American Council on Education, Washington, D.C.; Higher Education Research Inst., Inc., Los Angeles, Calif.

PUB DATE- 86
NOTE- 5p.; For related documents, see HE 020 124-125.
AVAILABLE FROM- University of California, Higher Education Research Institute, Graduate School of Education, Los Angeles, CA 90024.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *College Freshmen; Feminism; Higher Education; Longitudinal Studies; *Majors (Students); *National Norms; National Surveys; *Occupational Aspiration; Political Attitudes; Social Attitudes; *Student Attitudes; Student Characteristics; *Student Financial Aid; Trend Analysis; Values
IDENTIFIERS- *Cooperative Institutional Research Program

National normative data for 1986 from the 21st annual survey of college freshmen are presented as part of the Cooperative Institutional Research Program longitudinal study of American higher education. The 1986 norms were based on questionnaires completed by 204,491 freshmen entering 372 colleges and universities. Findings include: freshman participation in the Pell Grant program has declined by nearly half since 1980; only 16.9% of the freshmen entering college in fall 1986 received Pell Grants, while 25.4% received a Guaranteed Student Loan; one student in five (20.5%) reported family incomes under $20,000; there was rising freshman interest in education and business careers and a decline in the proportion of freshmen planning to pursue careers in computing, engineering, and research and in health-related fields; 70.6% of freshmen said that a major reason for attending college was to be able to make more money, compared to 49.9% in 1971; and virtually all student values having to do with altruism and social concern continued to decline. Student views on political and social issues and various controversial issues are also reported. (SW)

ED 279 319 IR 012 563

Molenda, Michael

Toward Transformation: How the Use of Technology to Improve Instructional Productivity Depends on Classroom Structural Reorganization.

PUB DATE- 25 Oct 86
NOTE- 9p.; Paper presented at EDUTEC '86, the All Japan Annual Educational Technology Research Congress (12th, Tokyo, Japan, October 25-27, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Audiovisual Aids; Computer Assisted Instruction; *Cost Effectiveness; *Educational Technology; Elementary Secondary Education; *Instructional Systems; Microcomputers; *Productivity; *Systems Approach; *Teacher Role

Although both the products and processes of technology have provided many means for better and faster learning at a lower cost, technology has not been implemented enough in elementary and secondary schools to make a difference in overall productivity. This is due to a basic contradiction between the organizational structure of today's schools and the organizational structure necessary for the implementation of technology in a cost-effective manner. Studies documenting the use of technology in schools have found that: (1) students use audiovisual and computer media a very small proportion of school time; (2) software typically used does not match curriculum objectives; and (3) teachers choose simpler media because of the many complex tasks they must perform. Technology will never be able to improve cost-effectiveness as long as school structures are based on instruction being controlled and delivered by teachers. What is needed is an instructional system in which: (1) classrooms are reorganized so that the tasks of teaching can be redistributed among different specialized workers; (2) computer-assisted instruction (CAI) and/or computer-aided design (CAD) are used to reduce costs; and (3) materials that have been tested and validated can be shared through mass media, rather than having each teacher design, produce, and implement materials just for his or her own classroom. (DJR)

ED 279 361 JC 870 109

Bakke, Sandra I.
Behavior of Man in Health and Illness, Nursing 103A.
PUB DATE- 11 Mar 87
NOTE- 29p.; Graduate seminar paper, University of California, Los Angeles.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Coping; *Course Content; Course Descriptions; Course Evaluation; *Course Objectives; *Health; Higher Education; Nurses; *Nursing Education; *Stress Variables; Undergraduate Study

A description is provided of a course, "Behavior of Man in Health and Illness," designed to introduce first-year undergraduate nursing students to the theories and concepts related to the health-illness continuum, the stress of illness, and coping theory. The description begins with an overview of course content, followed by information on the allotment of class time, target student populations, the rationale for the course, and its goals (i.e., facilitating the understanding of theories of health and illness; helping students identify theories and concepts as they relate to specific patient populations; providing baseline knowledge of theories pertinent to nursing practice; and applying the theories in clinical settings and professional practice. Additional sections cover long-range course objectives, list instructional materials, and provide a glossary. The bulk of the course description consists of information on class sessions on the following topics: (1) Introduction to the Course; (2) The Health-Illness Continuum; (3) Theoretically Based Concepts for Nursing Practice; (4) Fundamental Concepts Associated with Illness and Disability, Parts I and II; (5) Concepts with Negative Connotations; (6) Concepts with Positive Connotations; (7) Behavioral Manifestations of Anxiety and Pain; (8) Family Interactions and Social Support; and (9) Stress in Nursing. For each session, an overview of content, a statement of goals and objectives, and a list of required readings are provided. Finally, sample test items, the grading scheme, and procedures for course evaluation and revision and for course and instructor evaluations are presented. (LAL)

Ellison, Nolen M.

The Urban Community College Transfer Opportunity Program (UCCTOP) and Cuyahoga Community College's Institutional Strategy for Educational Reform and Student Transfer Success in Greater Cleveland.

Cuyahoga Community Coll., Cleveland, Ohio.
PUB DATE- Mar 87
NOTE- 85p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Articulation (Education); College Transfer Students; Community Colleges; *Institutional Cooperation; *Minority Groups; Program Descriptions; Program Development; *Transfer Programs; Two Year Colleges; Two Year College Students; Universities; *Urban Education
IDENTIFIERS- *Urban Community Coll Transfer Opportunities Prog

The materials in this compilation focus on various aspects of Cuyahoga Community College's (CCC's) Urban Community College Transfer Opportunity Program (UCCTOP) activities. The first report provides on overview of CCC's UCCTOP emphases (i.e., early articulation initiatives and understandings, expansion of curricula linkages with postsecondary schools and universities, and initiation of second-generation articulation agreements); considers the role, structure and accomplishments of the UCCTOP project in creating a strategy for urban student transfer; and outlines plans for expanding and refining curricula articulation, student options, student tracking, and applied research. In addition, the following materials are provided: (1) a booklet describing CCC's UCCTOP project; (2) a student information brochure on transfer; (3) an informational guide for prospective transfer students on "How Courses Transfer"; (4) dual admission transfer guides for CCC and Wilberforce University for the Art, Business & Economics, Engineering, and Psychology Programs; (5) an Individualized Educational Plan form; and (6) a brochure describing Cleveland City Schools Careers Centers Operating Room Assistant program. (EJV)

ED 279 417 PS 016 368

Feare, Jacqueline; Friedman, Mark
Full Day Kindergarten Program Handbook.
Lincolnwood School District 74, Ill.
PUB DATE- Feb 87
NOTE- 12p.; Paper presented at the Annual Illinois Kindergarten Conference (6th, Oak Brook, IL, February 26-27, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Educational Objectives; *Elementary School Curriculum; *Kindergarten; Primary Education; Program Descriptions; *School Schedules
IDENTIFIERS- *Full Day Programs; *Illinois (Lincolnwood)

This handbook describes the full-day kindergarten program implemented by School District 74 in Lincolnwood, Illinois. After statements defining the developmental kindergarten, outlining objectives of the full-day kindergarten, and providing background information, the handbook: (1) lists advantages of the full-day kindergarten; (2) provides the daily schedule of activities; and (3) describes reading and writing, mathematics, social studies, science, music, art, physical education, and English as a second language curricula; as well as the classroom learning center and speech and language services. (RH)

ED 279 459 RC 016 131

Bartelt, H. Guillermo
American Indian Studies in West Germany.
PUB DATE- 86
NOTE- 6p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
Journal Articles (080)
DESCRIPTORS- *Activism; American Indian Culture; American Indian History; American Indians; *American Indian Studies; Case Studies; Cultural Context; *Ethnicity; Ethnic Studies; Foreign Countries; Higher Education; Minority Groups; *Perception; *Social Science Research
IDENTIFIERS- *American Indian Movement; *West Germany

Interest in the American Indian in West Germany is high. Romantic notions, derived from the novels of 19th century German writer Karl May and American westerns shown on German television, combined with a subtle anti-Americanism might be responsible for the American Indian Movement (AIM) support groups that have been forming among students and bringing American Indian issues into the arena of world affairs. While this enthusiasm for AIM among students has not generally been shared by academicians, recent scholarly interdisciplinary research in American Indian Studies has been conducted by anthropologists associated with the Center for North American Studies (ZENAF) at the University of Frankfurt. The topic of ethnic identity and cultural resistance has produced several case studies on cultural change and has stimulated an evaluation of fiction written by Native Americans in the context of a struggle for ethnic identity. The scholarly evaluation of AIM in the context of the long history of Indian resistance has also begun. Citations for 26 ZENAF publications on American Indian Studies (most written in German) are provided. (NEC)

ED 279 486 SE 047 745

Lee, LeRoy
Public Relations for a Science Education Program.
PUB DATE- 14 Sep 86
NOTE- 8p.; Paper presented at the United States-Japan Seminar on Science Education (Honolulu, HI, September, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Attitude Change; Curriculum Development; *Educational Planning; *Elementary School Science; Elementary Secondary Education; Models; *Public Relations; Science Education; *Secondary School Science; Systems Approach
IDENTIFIERS- *Strategic Planning

Perceptions and attitudes have been identified as being influential components for the development of an effective precollege science education program. A carefully planned and implemented public relations program is advocated in this paper as a means of developing accurate perceptions and positive attitudes. The paper offers the process of strategic planning as a valuable model for the development of a public relations program. Reviewed are: (1) the advantages of strategic planning; (2) the steps involved in the process; (3) possible program goals; and (4) a scenario of how strategic planning which has public relations as a major goal might operate (providing two examples which consist of goals, objectives, and action plans). (ML)

ED 279 518 SE 047 785

MacLeod, Sinclair; Mills, George
The Teaching of Science and Technology in an Interdisciplinary Context. Approaches for the Primary School. Science and Technology Education Document Series No. 19.
United Nations Educational, Scientific, and Cultural Organization, Paris (France). Div. of Science, Technical and Environmental Education.
REPORT NO.- ED-86/WS/38
PUB DATE- 86

NOTE- 142p.
AVAILABLE FROM- Unesco Press, 7 place de Fontenoy, 75700 Paris, France.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Elementary Education; *Elementary School Science; Foreign Countries; *Integrated Activities; *Interdisciplinary Approach; International Educational Exchange; *Learning Activities Primary Education; Process Education; Science Activities; Science and Society; Science Education; *Science Instruction; Skill Development; Technological Advancement
IDENTIFIERS- *Scottish Science Project; UNESCO

Prepared as a part of UNESCO's program in the teaching of science and technology, this pilot project was specifically designed to test interdisciplinary approaches in several countries and to disseminate the results to other interested countries. This guide reviews two approaches developed from the Scottish Primary Science Development Project and explains how science and technology concepts, processes, and skills can be developed within a multidisciplinary theme and be implemented by primary level teachers. Approach one includes two examples of integrated topic areas which focus on activities for the themes of "Time" and "Materials." The second approach consists of two units which highlight role playing in a developing storyline. These units are entitled "Journey to an Unknown Planet" and "Transport." Background information, instructional procedures, and illustrations are provided for all reviewed activities. (ML)

ED 279 206 FL 016 522

Dale, Terry Corasaniti
Limited-English-Proficient Students in the Schools: Helping the Newcomer. ERIC Digest.
ERIC Clearinghouse on Languages and Linguistics, Washington, D.C.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Dec 86
NOTE- 4p.
CONTRACT- 400-86-0019
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Academic Advising; Counseling Services; Cultural Awareness; Elementary Secondary Education; Helping Relationship; Information Dissemination; *Limited English Speaking; Organizational Communication; Parent Participation; Peer Relationship; Public Schools; *Pupil Personnel Services; Scheduling; *School Orientation; *School Role; *Social Support Groups; Student Needs; Student Placement; Student School Relationship; Translation
IDENTIFIERS- ERIC Digests

Limited-English-proficient (LEP) students and their parents need a network of support to familiarize themselves with school routines, so they may understand and comply with school rules and regulations, take advantage of many school-related services, and successfully follow their course of study. Administrators can help by ensuring that information about new LEP students is available to school personnel, parents, and students. This includes having names of interpreters who can be called on and making available to teachers a list of LEP students and their backgrounds. The most important and challenging task for staff is finding ways to integrate LEP students into academic activities. This requires time and resources, and could include assessing students' level of academic skills in their native language, assessing English proficiency, scheduling intensive English instruction, and conducting regular discussion sessions with school staff and resource people about the students' languages, cultures, and school systems. Students can help by participating in a buddy system pairing an LEP student with either a native English-speaking peer or a student who speaks his own native language. Administrators and teachers should also encourage LEP students and their parents to participate in social and academic activities, particularly to teach about or celebrate their native cultures. (MSE)

ED 279 220 HE 020 015

Rossi, Robert J.
Accreditation Measures for Higher Education Institutions: A Technical Note.
American Institutes for Research in the Behavioral Sciences, Palo Alto, Calif.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
REPORT NO.- AIR-87500-9/81-TN
PUB DATE- Sep 81
NOTE- 14p.; Statistical Analysis Group in Education Report. Tables contain small print.
CONTRACT- 300-80-0823
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Accreditation (Institutions); *Accrediting Agencies; *Databases; *Evaluation Criteria; Higher Education; Information Retrieval; Information Storage; *National Surveys; Professional Associations; State Agencies
IDENTIFIERS- *Higher Education General Information Survey

Types of indicators that can be based on accreditation data from the Higher Education General Information Survey (HEGIS) are briefly described, along with requirements for the design and validation of the indicators. Statistical tables summarize the numbers and percentages of colleges and universities receiving some level of accreditation from regional and state agencies and the numbers and percentages of schools receiving transfer accreditations or no accreditation for 1975-1981. Data are also provided on colleges and universities receiving some level of accreditation from professional organizations for these 7 years. Information is provided on how the HEGIS accreditation data are stored on data files. The Statistical Analysis System (SAS) code needed to read the HEGIS accreditation data files for 1975-1981 is also indicated. SAS procedures are used to create time-series databases from HEGIS survey data. The accreditation status of colleges may serve as an indicator of whether they meet minimal standards for educational quality. The indicators should include: (1) various rankings of accreditation status; (2) indicators of accreditation deficiencies; and (3) indicators of change in accreditation. (SW)

ED 279 292 IR 012 528

Burton, Jane; Morris, Judith
Teleconferencing. CET Information Sheet 7.
Council for Educational Technology, London (England).

PUB DATE- Aug 86
NOTE- 23p.
AVAILABLE FROM- Council for Educational Technology, 3 Devonshire Street, London W1N 2BA, England.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050) Information Analysis/State-of-the-Art Materials (070) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Audio Equipment; Developed Nations; *Distance Education; Elementary Secondary Education; Foreign Countries; Guidelines; Higher Education; Open Universities; *Research and Development; Staff Development; Telecommunications; *Teleconferencing; Visual Aids
IDENTIFIERS- Learn Alaska Network; Open University (Great Britain); Slow Scan Television; University of Wisconsin

This information sheet defines teleconferencing as a meeting of three or more people at different locations by telephone and communicating via audioconferencing, audio plus graphics, slow scan television, or full motion video conferencing, and discusses some of the advantages and various applications of this technology. Three major projects that have been influential in the implementation and use of teleconferencing in the United Kingdom (UK) are described: the University of Wisconsin's Educational Telephone Network (ETN); the Learn Alaska Network in the United States; and the Open University in Great Britain. Current developments in teleconferencing in the UK are reported via a discussion of its use as an educational tool and brief descriptions of 13 projects, which range from tutoring groups of medical students dispersed in local hospitals and distance education programs in music and technology, to continuing education for veterinarians and staff development. The work of PACNET (Plymouth Audioconferencing NETwork Project) is highlighted because of its significant contribution in exploring audioconferencing in education and training. Guidelines for getting started with audioconferencing include information on choosing telephone systems and equipment, companies that provide audioconferencing services, and devices that can be used on public networks. Also included are a glossary and a list of 22 selected readings. (DJR)

ED 279 305 IR 012 545

The National LOGO Exchange. The LOGO Newsletter for Teachers. Volume 4 (September 1985-May 1986).
National LOGO Exchange, Charlottesville, VA.
PUB DATE- 86
NOTE- 159p.; For volumes 1-3, see ED 264 842.
AVAILABLE FROM- The National LOGO Exchange, PO Box 5341, Charlottesville, VA 22905 ($25.00 for one-year subscription).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Serials (022) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher (052) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Book Reviews; *Computer Graphics; Elementary Secondary Education; *Learning Activities; *Merchandise Information; Newsletters; Program Descriptions; *Programing; *Programing Languages; *Teaching Methods
IDENTIFIERS- *LOGO Programing Language

This document consists of nine issues of the National LOGO Exchange Newsletter (NLX). Each issue contains several articles as well as regular features and departments. The lead articles in this volume are entitled: (1) "Twenty Powerful Ideas" (Molly Watt); (2) "Multiple Turtles without Sprites" (James Hurley); (3) "Teachable Logo Moments: Jimmy Comes to Class" (Louise Robinson); (4) "Come to the LogoShow!" (Doris Schroeder); (5) "Sometimes Logo Teachers Should Teach" (Marge Stouffer); (6) "Logo Teaching: A Marriage of Theory and Practice" (Ceil Humphreys); (7) "Euler and the Turtle" (Judi Harris); (8) "Procedure Inputs: Local Variables or Not?" (Sharon Burrowes); and (9) "Logo Quilt: A Collaborative Learning Project" (Dan Watt and Molly Watt). Additional articles and information on Logo are presented under such headings as: NLXtra (a supplement to NLX); NLXionary (selected readings, Griff Wigley); NLXual Challenges (Robs Muir); From the Editor (Tom Lough); Logo Teacher Feature (Rebecca Poplin); Logo Disserts (dissertations dealing with Logo, Barbara Elias); Listful Thinking (Glen Bull and Paula Cochran); Teacher to Teacher (software reviews, Anne Cairns Federlein, James Fry, or Regina M. Bowden); Tipps for Teachers (Steve Tipps); Turtle Tips (Jane Toth and Donna Lanyi); and Q and A (Jim McCauley). Information about conferences, workshops or courses on Logo is also provided, as well as announcements of educational computing broadcasts and information for ordering Logo related publications, curriculum materials, and resource packets. (DJR)

ED 279 333 IR 051 804

Shaw, Debora, Ed.
Human Aspects of Library Automation: Helping Staff and Patrons Cope. Papers presented at the Annual Clinic on Library Applications of Data Processing (22nd, Urbana, Illinois, April 14-16, 1985).
Illinois Univ., Urbana. Graduate School of Library and Information Science.
REPORT NO.- ISBN-0-87845-072-6
PUB DATE- 86
NOTE- 135p.; For the proceedings of the 1984 clinic, see ED 267 735.
AVAILABLE FROM- University of Illinois, Graduate School of Library and Information Science, Urbana, IL 61801 ($15.00 plus $1.00 postage).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Proceedings (021) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Adolescents; Children; Disabilities; Human Factors Engineering; Instructional Materials; Library Associations; *Library Automation; *Library Personnel; Library Planning; *Online Catalogs; Privacy; *User Needs (Information)
IDENTIFIERS- Office Automation; Vendors

This collection explores the human aspect of the automation and reautomation of library functions as both library staff and library users are expected to adapt to and use computers. A brief introduction by Debora Shaw sets the stage for the following papers: (1) "Terminal Paralysis, or Showdown at the Interface" (Sara Fine); (2) "Learning from Office Automation--Ergonomics and Human Impact" (Marvin J. Dainoff); (3) "Personnel Considerations in Library Automation" (Margaret Myers); (4) "Automation Planning and Implementation--Library and Vendor Responsibilities" (Jane Burke); (5) "Online Catalogs and Library Users" (Anne Gilliland); (6) "Online Catalogs and Specialized Clienteles--Children and Youth" (Susan Roman); (7) "Online Catalogs and Specialized Clienteles--Handicapped and Other Populations" (Leslie Edmonds); (8) "Designing Effective Instructional Brochures for Online Catalogs" (Mark W. Arends); and (9) "Library Privacy in Context" (Jonathan Pratter). The edited transcript of a panel discussion on staff involvement in library automation is also included and an index is provided. (KM)

ED 279 390 JC 870 151

Cross, K. Patricia
Teaching for Success.

PUB DATE- 15 Mar 87
NOTE- 20p.; Paper presented at the Annual Meeting of the Faculty Association of California Community Colleges (52nd, Pomona, CA, March 14-15, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Standards; *Community Colleges; Educational Assessment; *Educational Change; Educational Improvement; Educational Objectives; *Educational Quality; Educational Research; *Teacher Effectiveness; Teacher Student Relationship; Two Year Colleges

The current educational reform movement defines excellence in rather narrow ways, seeming content to prescribe measures to correct the perceived permissiveness of the past--more control, more requirements, and tougher standards. But rather than merely retracing old ground, educators should recognize that they are operating on a different plane from the one which existed during the 1950's and adopt new perspectives on educational reform. One new perspective might borrow from the business community's passion for excellence in creating educational environments that foster success by stimulating "unusual effort" from ordinary people and turning both students and teachers into "winners." Turning community college students into "winners" involves a second new approach, "Teaching for Success." While it is difficult to get community college students involved in campus life, the burden of involving students falls heavily on classroom teachers. Although community college teachers are more likely to strive for student involvement in the classroom than their four-year college counterparts, they seem to fall short by failing to hold high expectations for student performance. If students and teachers are to take pride in the accomplishment of something worthwhile, community colleges must take concrete actions. One method that incorporates the concepts of creating environments for success and excellence in teaching involves a "Classroom Researcher," that is, a teacher who uses the classroom as a laboratory, collecting data on student learning through a variety of research methods appropriate to the study of teaching and learning in his/her particular subject discipline. This research fosters excellence by providing immediate and appropriate feedback on student learning to the only group that can truly effect student learning--classroom teachers. (LAL)

ED 279 403 PS 016 323

Lipsitz, Joan
After School: Young Adolescents on Their Own.
North Carolina Univ., Chapel Hill. Center for Early Adolescence.
PUB DATE- 86
NOTE- 91p.
AVAILABLE FROM- Center for Early Adolescence, University of North Carolina at Chapel Hill, Suite 223, Carr Mill Mall, Carrboro, NC 27510 ($15.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *After School Programs; Certification; *Community Programs; Incidence; *Latchkey Children; Legislation; Parent Attitudes; *Preadolescents; Program Development; Program Effectiveness; *Public Policy; *School Age Day Care; Social Change; Social Problems; Student Participation; Taxes

This report on young adolescents 10 to 15 years old, who are on their own from 3:00 to 6:00 p.m. discusses after-school programs, barriers to providing a broader array of programs, and strategies for decision making about after-school opportunities for latchkey children. Explored are the nature and extent of the problem, its multiple causes and facets, current program and policy trends, and the wisdom of alternative initiatives. Chapter 1 explores the latchkey issue in terms of the impact of changes in families and work, the number of unsupervised young adolescents and young adolescents participating in organized activities, the extent to which self-care causes harm, what parents want, barriers to using available services, and the population needing services. Chapter 2 offers a brief history and overview of after-school programs for young adolescents, and a discussion of program outcomes related to skills acquisition, delinquency prevention, youth employment, and academic achievement. Chapter 3 presents a topographical map of federal policies, state and federal legislative initiatives, licensing regulations, tax incentives, and guidelines for determining child neglect. After a sampler of recommended public policy changes in Chapter 4, Chapter 5 analyzes public policy alternatives, including maintaining the status quo, supporting comprehensive child care and youth development programs, supporting public awareness campaigns and community service programs, and providing a transportation subsidy and start-up funds at the state level. (RH)

ED 279 534 SE 047 802

Champagne, Audrey B.; And Others
Instructional Consequences of Students' Knowledge about Physical Phenomena.
Pittsburgh Univ., Pa. Learning Research and Development Center.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- 86
NOTE- 33p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Research/Technical (143)
DESCRIPTORS- Cognitive Processes; *College Science; *Concept Formation; Higher Education; *Mechanics (Physics); *Misconceptions; *Physics; Science Education; *Science Instruction
IDENTIFIERS- *Science Education Research

Based on the premise that the problems students experience when learning physics derive in part from their own firmly embedded naive theories, this report offers an instructional approach which takes into account the information that students bring to instruction. Specific attention is given to problems associated with the learning of mechanics. A review is provided of the research that focuses on the theories of motion held by students who have experienced no formal mechanics instruction along with research that demonstrates how this knowledge affects students interpretation of instruction. Results from research are then applied to the formulation of cognitive objectives for introductory mechanics instruction. Several instructional strategies are offered to facilitate the students attainment of the proposed objectives. Descriptions are also provided on how the constructs of concepts, propositions, and schemata are used to describe declarative knowledge about the motion of objects typically used by uninstructed students and by experts and novice physicists. A list of references is included. (ML)

ED 279 550 SE 047 831

Grade 12 Diploma Examination: Physics 30. January 1987 = Examen en vue du Diplome Douzieme Annee: Physique 30. Janvier 1987.

Alberta Dept. of Education, Edmonton.

PUB DATE- Jan 87
NOTE- 55p.; For June 1986 examinations see ED 273 476.
LANGUAGE- English; French
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Tests, Questionnaires, Evaluation Instruments (160)
Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- Foreign Countries; *Grade 12; High Schools; *Physics; Science Education; *Science Tests; *Secondary School Science
IDENTIFIERS- *Alberta

Physics 30 is a twelfth-grade physics course for students in Alberta, Canada. This document is the major examination for the course. Both English and French versions of the test are provided. Intended for administration during January, 1987, it contains 56 multiple-choice questions and three written-response questions. Two-and-one-half hours are allowed for completing the test. No answer key is included since scoring is done by the provincial education department. (ML)

ED 279 160 FL 016 462

Boulouffe, Jacqueline
Corrective or Operational Feedback to Beginners' Productions.
PUB DATE- Apr 86
NOTE- 15p.; Revised version of a paper presented at a Meeting of the International Association of Teachers of English as a Foreign Language (20th, Brighton, England, April 1-4, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Classroom Techniques; Cognitive Processes; *English (Second Language); *Feedback; Introductory Courses; Learning Motivation; *Learning Processes; Reinforcement; Second Language Instruction; Second Language Learning; *Teacher Behavior; Teacher Response
IDENTIFIERS- *Error Correction (Language)

The second language learner cannot be expected to have as strong a drive to refine his language as the first language learner. In first language acquisition, cognitive development and language development occur together, which induces meaningful generalizations. In second language learning, meaning and form are separate, particularly in the expression of modality. Second language learners only revive their operational competence with pedagogical support in the form of effective feedback. Corrective feedback can generate or aggravate discrepancies between form and meaning, but operational feedback that encourages learner adjustment of previous input induces active learner participation and will therefore be more effective. (MSE)

ED 279 418 PS 016 369

Butler, J. S.; Sibulkin, Amy E.
A Comparison of Discrete and Continuous Multivariate Analyses of Children's Reactions to Viewing Others in Distress.
PUB DATE- Feb 87
NOTE- 41p.; Paper presented at the Conference on Human Development (Nashville, TN, April 3-5, 1986).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Comparative Analysis; *Elementary School Students; *Empathy; Grade 3; *Multivariate Analysis; *Perspective Taking; Primary Education; *Regression (Statistics); *Student Attitudes
IDENTIFIERS- Continuous Variables; Discrete Variables; *Helping Behavior; Knowledge

A total of 33 kindergarten children and 33 third grade students were shown videotapes of children in commonly distressing situations, in order to elicit affective and cognitive responses. The children indicated how the stories made them feel (empathy), why the story characters felt as they did (perspective taking), their desire for the characters to feel better, and knowledge of appropriate ways to help. In contrast to previous research, variables were treated as categorical. Data were analyzed using discrete multivariate analyses of several types, and results were compared to a regression analysis, which assumed continuous data measured on ratio scales. Contingency table analysis and ordered probit models were used, and these discrete data analyses produced results somewhat different from the regression analysis. Affective variables were found to be related, cognitive variables were found to be related, and desire to help was strongly related to appropriateness of suggested help. (Author/RH)

ED 279 433 PS 016 394

Summers, Marcia
The Story Preferences of Preschool Children.
PUB DATE- Mar 86
NOTE- 22p.; Paper presented at the Biennial Meeting of the Southwestern Society for Research in Human Development (San Antonio, TX, March 6-8, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Animals; *Childhood Attitudes; *Fantasy; Fathers; Mothers; *Parent Role; *Preschool Children; Preschool Education; Realism; *Sex Differences
IDENTIFIERS- *Childrens Preferences; *Story Content
Preschool children's story preferences were studied to determine if differences existed in preschoolers' preferences for reality, fantasy, people, and animals. Sex of character versus sex of subject was also investigated. Subjects were 84 children from preschools in Lincoln, Nebraska (39 boys and 45 girls). Through use of a nonverbal testing instrument, preschoolers were asked to select one picture from a set of four that represented a story they would enjoy hearing. Results showed a significant preference for animals over people, but no preferences in terms of reality and fantasy. No significant differences for age or sex were found, with the exception that preschool boys preferred fantasy pictures of fathers and reality pictures of mothers. (Author)

ED 279 446 RC 016 085

Financial Aid Unscrambled: A Guide for Minority Engineering Students.

National Action Council for Minorities in Engineering, Inc., New York, NY.

SPONS. AGENCY- National Science Foundation, Washington, D.C.

PUB DATE- 86

NOTE- 28p.

GRANT- TEI-8470458

AVAILABLE FROM- NACME, Inc., 3 West 35th Street, New York, NY 10001-2281 ($.50 plus 10% shipping charge).

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)

DESCRIPTORS- Check Lists; *College Applicants; Eligibility; *Engineering Education; Federal Programs; *Financial Aid Applicants; *Financial Needs; Grants; Guidelines; Higher Education *Minority Groups; Scholarships; *Student Financial Aid; Student Loan Programs; Technical Education; Work Study Programs

Created to assist minority engineering students in locating adequate funding to finance a college education, this publication contains information students need to file for federal and state financial aid, to obtain and submit applications to college financial aid offices, to become aware of specific opportunities that exist for minorities and engineering students, and to identify other funding resources. An introductory section stresses that success in obtaining financial aid is a combination of having the right information and the right "attitude" (reflecting the traits of aggressiveness, timeliness, tenacity, inquisitiveness, thoroughness, understanding, deliberativeness, and efficiency). Separate sections describe eligibility criteria to qualify for federal financial aid, how to equate demonstrated financial need, the application process, and differences between types of financial aid (grants, scholarships, work-study programs, and loans). A financial aid checklist is provided to keep track of application forms, application deadlines, dates forms were to be mailed, and responses. Other sections contain a directory of state financial aid and Guaranteed Student Loan offices; a listing of 27 undergraduate and 11 graduate private scholarships and fellowship programs for minorities in engineering with their requirements and contact addresses; and 16 sources of additional information about applying for financial aid. (NEC)

ED 279 503 SE 047 768

Conway, Lorraine
Learning about Animals. Superific Science Book III. A Good Apple Science Activity Book for Grades 5-8+.
REPORT NO.- ISBN-0-916456-68-4
PUB DATE- 80
NOTE- 75p.
AVAILABLE FROM- Good Apple, Inc., Box 299, Carthage, IL 62321-0299 (GA177; $5.95).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Animal Behavior; *Animals; Classification; Educational Games; Elementary Education; *Elementary School Science; *Experiential Learning; Intermediate Grades; Junior High Schools; Puzzles; *Science Activities; Science Education; *Science Experiments; *Science Instruction; Zoology

Designed to arouse interest in students about animals, this document was developed to provide teachers with a variety of information and teaching activities. The booklet is intended to enable students to become knowledgeable about science concepts relating to animals without the use of expensive equipment. The teaching activities deal with: (1) protozoa; (2) earthworms; (3) insects; (4) vertebrates; (5) classification in the animal kingdom; (6) frogs; (7) reptiles (including snakes); (8) fish; and (9) birds. The activities are largely experiential in nature, and include games, quizzes, and art activities. Included are several dichotomous keys and reproducible handouts, along with an answer key to the questions that are asked on the handouts. (TW)

ED 279 176 FL 016 484

Aijmer, Karin
Go To and Will in Spoken English.
PUB DATE- 84
NOTE- 18p.; In: Ringbom, Hakan, Ed.; Rissanen, Matti, Ed. Proceedings from the Nordic Conference for English Studies Finland, May 19-21, 1983); see FL 016 498.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Communication Skills; Diachronic Linguistics; *English; Interaction; *Language Usage; *Oral Language; Qualitative Research; *Semantics; Standard Spoken Usage; Statistical Analysis; *Tenses (Grammar); *Verbs

A study of the semantic factors determining the choice of "go to" and "will" in some varieties of spoken English looks at intentionality and premeditation, imminence, observation, presence on the scene of action, certainty, inference and observation, knowledge and certainty, present relevance and immediacy of action, children's acquisition of future forms, and the diachronic development of future forms. The choice is determined by the particular perspective chosen by the speaker in the communication situation (the speaker's knowledge and intentions, where he is, what he can observe, and his involvement in the future action) rather than by semantic factors inherent in a particular form. "Go to" is seen as conveying a subjective perspective on the event while "will" conveys that the future is more objective or psychologically detached. The report outlines the distinctions characterizing the choice of "to go" and harmonizing distinctions relevant to that choice. (MSE)

ED 279 192 FL 016 500

Andrews, Nancy; And Others
Building Resources for a Spanish as a Second Language Program.
PUB DATE- Nov 86
NOTE- 10p.; Paper presented at an International Conference on Second/Foreign Language Acquisition by Children (2nd, Dallas, TX, November 20-21, 1986). Document contains some light, broken type.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Class Activities; Classroom Environment; Classroom Techniques; Cultural Education; Elementary Education; *FLES; *Immersion Programs; *Instructional Materials; *Magnet Schools; *Program Design; Program Development; Resource Materials; Second Language Instruction; Second Language Learning; *Spanish; Teaching Methods; Young Children
IDENTIFIERS- *Total Physical Response

The Minneapolis public elementary school program in Spanish is described. It was established in 1974 as a FLES program in kindergarten and first grade, later established as part of a fundamental school alternative, and recently expanded to a partial immersion program. Children ideally follow the program from kindergarten through sixth grade. A variety of subjects are taught entirely in Spanish, and commercial texts are used in almost all subjects and grades. The principal teaching method is Total Physical Response. Little is taught by rote, except for key words and expressions that will help the children move through the school day. Children eagerly learn to read in Spanish as their first language reading skills become established, often in third grade. The mathematics and social studies materials are written for native Spanish-speakers, so instruction relies heavily on manipulatives and discussion. The classroom atmosphere reflects aspects of Spanish language and culture, the school store is conducted in Spanish, and certificates and awards are in Spanish for the program pupils. Publishers and other related resources are listed. (MSE)

ED 279 235 HE 020 068

Clark, Burton R., Ed.
The School and the University: An International Perspective.
SPONS. AGENCY- EXXON Education Foundation, New York, N.Y.
REPORT NO.- ISBN-0-520-5423-7
PUB DATE- 85
NOTE- 337p.
AVAILABLE FROM- University of California Press, 2120 Berkeley Way, Berkeley, CA 94720.
LANGUAGE- English
Document Not Available from EDRS.

PUB TYPE- Books (010) Reports - Descriptive (Program/Project Descriptions) (141) Collected Works - General (020)
DESCRIPTORS- Access to Education; *Admission Criteria; College Admission; College Attendance; College Entrance Examinations; *College Preparation; *College School Cooperation; *Comparative Education; Foreign Countries; Government Role; Higher Education; Organizations (Groups); Postsecondary Education; Professional Associations; Public Policy; Secondary Education; Secondary School Teachers; Teacher Associations; *Teacher Education; Unions
IDENTIFIERS- Africa; China; England; France; Japan; Latin America; Sweden; United States; Wales; West Germany

The relation between secondary and higher education is considered by 10 different authors in 10 country/area profiles: United States, England and Wales, France, West Germany, Sweden, Japan, the People's Republic of China, Latin America, and Africa. The systems of secondary and higher education are detailed for each country. The question of how the school shapes the university is addressed for each country, with emphasis on the flow of students and problems of access to higher education. The way that unions and associations of secondary school teachers influence public policy on higher education is also considered. Each country/area profile discusses how the university shapes the school, with particular focus on the nature of teacher selection and training and the effects of university requirements and examinations on school curricula. Practices, agencies, and professional groups that mediate between schools and universities are described, particularly those public agencies in some countries and private associations in others that write and administer examinations. The large variety of structures and practices that appear among the 50 states of the United States is described, along with the nature of the U.S. teaching profession and the state of teacher education. (SW)

Bottoming Out: Review 1982-83 to 1985-86.
Council of Ontario Universities, Toronto.
REPORT NO.- ISBN-088799-213-7
PUB DATE- Jun 86
NOTE- 55p.
AVAILABLE FROM- Council of Ontario Universities, 130 St. George Street, Suite 8039, Toronto, Ontario M5S 2T4, Canada.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Access to Education; *College Faculty; Educational Attitudes; Employment Practices; Enrollment Trends; Financial Support; *Government School Relationship; *Graduate Study; *Higher Education; Public Relations; Research; *Undergraduate Study
IDENTIFIERS- *Council of Ontario Universities; *Ontario

Conditions in Ontario higher education in the early 1980s and related governmental activities are discussed. Despite limitations placed on enrollment by the universities and constraints from underfunding, overall enrollment has continued to increase during 1982-1986. Additional developments include: the university research enterprise did well; the universities gained increasing public and corporate confidence; new modes of financing are being explored, and government seemed to move toward supporting the kind of university system that Ontario needed. Attention is directed to the following topics: the issue of accessibility of colleges/programs, tuition, information provided to college applicants, enrollment projections, renewal in the secondary schools, college graduates and the job market, foreign students, graduate school enrollment, faculty age profile and short-term appointments, faculty renewal, tenure, mandatory retirement, faculty salaries, basic versus applied research, and the public image of colleges. Appendices include: the Council of Ontario Universities' (COU) constitution and membership list, COU committees and their tasks, COU financial statements for 1981 through 1985, and a COU publication list. (SW)

ED 279 264 HE 020 099

Young, Raymond J.; McDougall, William P.
Recent Changes in Summer Sessions of U.S. and Canadian Colleges and Universities.
Washington State Univ., Pullman.
SPONS. AGENCY- North American Association of Summer Sessions, St. Louis, MO.; Western Association of Summer Session Administrators.
PUB DATE- Oct 85
NOTE- 80p.

LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- College Programs; Comparative Analysis; Educational Finance; Educational Innovation; Educational Objectives; *Educational Philosophy; *Enrollment Trends; Foreign Countries; Higher Education; Institutional Characteristics; Private Colleges; Productivity; *Program Administration; Questionnaires; School Organization; State Colleges; *Summer Programs; Trend Analysis
IDENTIFIERS- *Canada; *United States

A study of summer sessions at U.S. and Canadian colleges and universities was conducted in 1985. A stratified random sample of 213 U.S. public and private institutions included research universities, doctoral-granting institutions, and comprehensive colleges and universities; all 10 Canadian institutions were featured in the study. A total of 184 U.S. colleges (86.3%) and 10 Canadian colleges (100%) provided usable responses. Information was obtained on: summer session organization, mode of office functioning and leadership, enrollments, philosophical attachments, finance, programs, productivity measures, program creativity, and significant differences associated with size, association membership, control, organizational structure, type and location. Many colleges operate summer session programs without a clear statement of role and purpose and the degree to which summer sessions are integrated with the ongoing institution's program. The data show great variation among institutions related to type, size, and geographic location. Compared to private colleges, public college summer session enrollments are generally larger in relation to the academic year and emphasize student needs to a greater extent. The questionnaire is appended, along with a list of participating institutions. (SW)

ED 279 278 HE 020 124

New Report Tracks 20 Year Shift in Freshman Attitudes, Values and Life Goals. Cooperative Institutional Research Program.

American Council on Education, Washington, D.C.; Higher Education Research Inst., Inc., Los Angeles, Calif.

PUB DATE- 86

NOTE- 5p.; For related documents, see HE 020 123-125. For "American Freshman: Twenty Year Trends, 1966-1985," see HE 021 125.

AVAILABLE FROM- University of California, Higher Education Research Institute, Graduate School of Education, Los Angeles, CA 90024.

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- Academic Ability; *Academic Aspiration; *College Freshmen; Feminism; Higher Education; Majors (Students); National Surveys; *Occupational Aspiration; *Political Attitudes; Social Attitudes; *Student Attitudes; Student Characteristics; Trend Analysis; *Values

IDENTIFIERS- *Cooperative Institutional Research Program

Findings of a study of the attitudes, values, educational achievements, and life goals of U.S. college freshmen are summarized. The study report, "The American Freshman: Twenty Year Trends, 1966-1985," is based on the Cooperative Institutional Research Program's annual surveys of college freshmen. Major findings from the study point to significant changes in students' academic skills, in their preferences for college majors and careers, and their personal goals since 1966. The women's movement dramatically affected career choices, behavior, and attitudes and values among students entering college in the 1970s and 1980s. Findings suggest that the widely-discussed conservative political and social mood on college campuses really reflects a rising tide of materialism coupled with student concern about an uncertain economic future, rather than strong support for conservative political and social policies. In the area of majors and careers, the data show a migration away from the traditional liberal arts fields into more occupationally oriented majors. Health-related behaviors (e.g., smoking) and sex differences in career aspirations are also reported. (SW)

ED 279 320 IR 012 564

Braden, Roberts A.

Visuals for Interactive Video: Old Fashioned Images for a New Fangled Technology.

PUB DATE- Jan 86
NOTE- 16p.; Paper presented at the Annual Conference of the Association for Educational Communications and Technology (Las Vegas, NV, January 16-21, 1986).

LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Graphics; Computers; *Design Requirements; Guidelines; Illustrations; *Instructional Design; *Interactive Video; *Material Development; Television; *Videodisks; Visual Aids
IDENTIFIERS- *Screen Format

Pointing out that interactive video (IAV) represents a synthesis of four primary technologies--computers, television, visual design, and instructional design--this paper discusses the what, why, and how of IAV visuals. The features and relevant aspects of each technology are briefly discussed, as well as the impact of each of these technologies upon IAV both as a composite technology and as a medium of instruction. The four critical structural elements of IAV--interaction, video options, pacing options, and strategy options--are outlined, and it is noted that each of these elements is affected by hardware, software, and program variables, which, in turn, affect the design and selection of images. It is suggested that screen designers use a worksheet, as shown in Figure I, to analyze each of the critical elements and reduce the number of unknowns before proceeding with the design process. Three "rules-to-go-by" when designing IAV still-visuals and a comprehensive list of "do's and don'ts" and other guidelines for creating IAV visuals conclude the paper. A list of 21 references is included. (DJR)

ED 279 348 IR 051 820

Donegan, Patricia Morris
User Education in Texas Community College Libraries: A Survey and Directory.
PUB DATE- 86
NOTE- 62p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160) Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- *Academic Libraries; *Community Colleges; Financial Support; Instructional Materials; *Library Instruction; Library Personnel; Library Surveys; Program Evaluation; Questionnaires; Tables (Data); Two Year Colleges

IDENTIFIERS- Course Integrated Library Instruction; *Texas

In order to provide an updated picture of Texas community and junior college library instruction programs and practices, this study gathered information describing library instruction practices during the 1985-86 academic year. Data were collected by means of a survey designed to elicit the following information: (1) name and address; (2) group instruction activities; (3) individual instruction activities; (4) program documentation; and (5) financial support. The survey was mailed to 79 community, junior, and two-year technical colleges in Texas, and a 43% response rate was achieved. Survey findings are discussed for the areas of group instruction (library orientation tours, separate lectures, informal group instruction, formal library courses, other group instruction, and subject areas for instruction); individual instruction (workbooks, audiovisual programs, computer-assisted instruction, handouts, and other individual instruction); program documentation; and financial support. A ranked percentage summary of user education activities is provided, and statistical data are presented in seven tables. References are included as well as copies of the survey questionnaire and a directory of user education programs in Texas community junior college libraries. (KM)

ED 279 460 RC 016 132

Littlefield, Daniel F., Jr.
The American Native Press and American Indian Studies.
PUB DATE- 86
NOTE- 8p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Historical Materials (060) Journal Articles (080)
DESCRIPTORS- *American Indian Literature; American Indians; *American Indian Studies; College Libraries; Cultural Education; Elementary Secondary Education; Faculty Publishing; Newsletters; *Newspapers; Postsecondary Education; *Publications; *Publishing Industry; Publish or Perish Issue; Reference Materials; *Scholarly Journals; Tribes

As product and process, the Native American press has a long history. The establishment of the first native-run press in 1828 began a press history that continues today. That history is represented by more than 2,000 periodical titles alone, two-thirds of which have been established during the past 20 years. Impressive collections of these materials in hard copy or in microform are housed at a number of institutions, including the Wisconsin State Historical Society, the American Indian Studies Center at the University of California at Los Angeles, Princeton University, Navajo Community College, and the American Native Press Archives at the University of Arkansas at Little Rock. Union lists have been compiled, and exhaustive reference guides have been written. It is time to recognize the native press for what it represents in American Indian studies: resource materials generated for the most part by native peoples themselves. Since the native press in general represents the voice of the Indian community, the continued credibility of those involved in American Indian studies will be measured to some degree, at least in the Indian community, by the extent to which they take that voice into account. (JHZ)

ED 279 473 RC 016 145

Lawless, Ken

Neediest of the Needy: Special Education for Migrants. Harvesting the Harvesters. Book 8.

State Univ. of New York, Potsdam. Coll. at Potsdam.

SPONS. AGENCY- Department of Education, Washington, DC.; New York State Education Dept., Albany. Bureau of Migrant Education.
PUB DATE- Oct 86
NOTE- 13p.; For related documents, see RC 016 138-147. Photographs may not reproduce clearly.
AVAILABLE FROM- School of Professional Studies, Potsdam College, Potsdam, NY 13676.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Correspondence Study; Cultural Differences;

Disabilities; Dyslexia; Educational Needs; Elementary Secondary Education; Gifted Disadvantaged; Identification; Labeling (of Persons); *Mainstreaming; *Migrant Children; *Migrant Education; Parent Participation; Referral; *Special Education; Teacher Attitudes; *Teacher Education; *Teaching Methods; Units of Study
IDENTIFIERS- Migrant Educators National Training OutReach

The eighth of a series of 10 study units for a Migrant Educators' National Training OutReach (MENTOR) correspondence course examines special educational needs of gifted, physically handicapped, emotionally disturbed, and learning disabled migrant children. Designed for use in preservice or inservice teacher education, the unit stresses problems of identifying migrant students for special education and erroneous diagnoses of learning impairment resulting from language differences. It defines and discusses mainstreaming and offers a 17-item survey to help teachers determine their attitudes about mainstreaming. Excerpts from books and research reports suggest that characteristics generally regarded as handicapping, i.e., non-English language skills, should be regarded as strengths, and offer practical ways to integrate special students and to modify teaching techniques to accommodate them. Other topics discussed are dyslexia, use of computers in special education, when and how to refer a child for educational diagnosis, parental involvement, and 25 items for helping the non-coping child. A bibliography of over 60 items and a list of state offices of migrant education are included. (LFL)

ED 279 487 SE 047 748

Pottenger, Francis M., III

Pacific Ocean Fisheries Project. A Study of International Cooperation in Curriculum Design.

PUB DATE- Sep 86
NOTE- 13p.; Paper presented at the United States-Japan Seminar on Science Education (Honolulu, HI, September, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Environmental Education; *Fisheries; Foreign Countries; Global Approach; *International Cooperation; *International Educational Exchange; *Marine Education; *Science Curriculum; Science Education; Secondary Education; *Secondary School Science
IDENTIFIERS- *Pacific Circle Consortium

Common educational curricula have been suggested to be advantageous in enhancing the stability of the community of nations. This paper describes a multinational curriculum design effort by four Pacific rim nations (Australia, Japan, New Zealand, and the United States) which has created a common curriculum program. This joint venture resulted in the production of the Pacific Ocean Fisheries (POF) project. Components of this project are reviewed in this paper. They include explanations of the project under the following categories: (1) rationale; (2) content of the materials developed (describing the local/national component and the generalizing/internal component); (3) unit organization (explaining the major emphasis of the four units); (4) curricular structure (suggesting multiple options for use); (5) materials development stages (reviewing efforts undertaken in the organization, local development, international development, and international component publication stages); (6) problems (discussing difficulties encountered in areas such as funding, content, communication, personnel, and language); and (7) ruminations and epilogue (evaluating the project's accomplishments and posing future directions). (ML)

ED 279 519 SE 047 786

Damerow, Peter, Ed.; And Others
Mathematics for All. Problems of Cultural Selectivity and Unequal Distribution of Mathematical Education and Future Perspectives on Mathematics Teaching for the Majority. Science and Technology Education Document Series No. 20. Report and Papers Presented at the International Congress on Mathematical Education (5th, Adelaide, Australia, August 24-29, 1984).
United Nations Educational, Scientific, and Cultural Organization, Paris (France). Div. of Science, Technical and Environmental Education.
REPORT NO.- ED-86/WS/84

PUB DATE- 86
NOTE- 112p.; Drawings may not reproduce well.
AVAILABLE FROM- Unesco Press, 7 place de Fontenoy, 75700 Paris, France.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Proceedings (021) Reports - General (140) Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTORS- Cultural Influences; Developed Nations; Developing Nations; Elementary Secondary Education; *Equal Education; *International Educational Exchange; *Mathematics Curriculum; *Mathematics Education; *Mathematics Instruction; Teaching Methods
IDENTIFIERS- International Congress on Mathematical Educ

This document contains 22 papers presented at an international congress on mathematical education. An introductory report describes the work of the theme group, "Mathematics for All," motivated by the move to universal elementary education in developing countries, the move to universal secondary education in industrialized countries, and the experience with worldwide curriculum developments such as the "new math" movement. The papers are introduced briefly, with the conclusion that there are at least three very different dimensions which contribute to and affect the difficulty of teaching mathematics effectively to the majority of students, namely, the influences of social and cultural conditions, of the organizational structure of the school system, and of classroom practice and interaction. The papers are then presented in three categories: (1) "Mathematics for All--General Perspectives" (7 papers); (2) "Problems and Developments in Industrialised Countries" (10 papers); and (3) "Problems and Developments in Developing Countries" (5 papers). The topics range from broad descriptions and analyses to specific research findings and classroom practices. (MNS)

ED 279 362 JC 870 110

Vander Plaats, Sharon Q.

Patient and Family Education, Nursing 190.
PUB DATE- 11 Mar 87
NOTE- 44p.; Graduate seminar paper, University of California, Los Angeles.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Course Content; Course Descriptions; Course Evaluation; *Course Objectives; Course Organization; *Family Health; Higher Education; Nurses; *Nursing Education; *Patient Education; Primary Health Care; *Teaching Methods

A description is presented of a course, "Patient and Family Education," designed to provide second-year baccalaureate nursing students with the skills and knowledge necessary to educate patients about health care and treatment. Following a rationale for and general information about the course, a glossary of terms and a list of instructional materials are given. Next, major course goals, long-range objectives, and the units of instruction are enumerated. The bulk of the course description provides information on the individual course units, including, with some variation for each unit, an overview of content, statements of goals and objectives with sample test questions related to those objectives, informational texts, and a list of readings. The course units cover: (1) Patient and Family Education: An Overview; (2) Patient and Family Assessment; (3) The Use of Goals and Objectives; (4) Learning Theories; (5) Interpersonal Techniques; (6) Teaching Tools; (7) Planning and Implementation of Patient Education Programs; (8) Program Evaluation; and (9) Program Development. Finally, student evaluation criteria and a questionnaire on student perceptions of learning and teaching are presented. (LAL)

ED 279 376 JC 870 134

Belcher, Marcia J.
Scope and Focus of Evaluation in Community Colleges.
PUB DATE- Oct 86

NOTE- 11p.; Paper presented as part of a panel discussion on Evaluation in Postsecondary Institutions at the Annual Conference of the American Evaluation Association (Kansas City, KS, October 29-November 1, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *College Environment; *Community Colleges; *Institutional Mission; *Institutional Research; *Research Utilization; Self Evaluation (Groups); Two Year Colleges

There are a variety of ways in which the two-year or community college can be distinguished from other institutions of higher education. These differences affect the ways in which evaluation is implemented at the two-year college. One difference relates to the mission of the community college. The community college's open-door policy changes the focus of evaluation from student selection to student placement, while the college's orientation toward community needs underscores the importance of needs assessment, and its curricular comprehensiveness mandates that outcomes measures reflect the multiple goals of students. The two-year college environment also has some unique characteristics; e.g., community college students differ from four-year college students in terms of their characteristics, objectives, and attendance patterns; community college faculty are more often hired on a part-time basis; the college's emphasis is on teaching rather than research; and faculty and administrators comprise a less sophisticated audience for evaluation reports. These differences have several implications for evaluation: (1) nontraditional student attendance patterns call for new models of retention and attrition and different research methodologies; (2) faculty members are less willing to become involved in evaluation projects; and (3) there is a strong need for straightforward communication of research results. The Office of Institutional Research at Miami-Dade Community College, for example, has evolved considerably over the past few years in response to the unique mission and changing environment of the institution. (EJV)

ED 279 551 SE 047 832

Grade 12 Diploma Examination: Chemistry 30. January 1987.
Alberta Dept. of Education, Edmonton.
PUB DATE- Jan 87
NOTE- 27p.; For June 1986 examination see ED 273 472.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Chemistry; Foreign Countries; *Grade 12; High Schools; Science Education; *Science Tests; *Secondary School Science

IDENTIFIERS- *Alberta

Chemistry 30 is a twelfth-grade chemistry course for students in Alberta, Canada. This document is the final test for the course. Intended for administration during January, 1987, it contains 56 multiple-choice questions and three written-response questions. Two-and-one-half hours are allowed for completing the test. No answer key is included since scoring is done by the provincial education department. (ML)

Bostock, William Walter

Assessing the Authenticity of a Supra-National Language-Based Movement: La Francophonie. Discussion Papers in Geolinguistics No. 12.

North Staffordshire Polytechnic (England). Dept. of Geography and Recreation Studies.
PUB DATE- 86
NOTE- 29p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Cultural Background; Developing Nations; Ethnocentrism; *French; Geography; *Ideology; *Language Attitudes; Language Maintenance; *Linguistics; Official Languages; Racial Bias; Sociocultural Patterns; *Trend Analysis
IDENTIFIERS- *Francophonie; *Geolinguistics

The most developed supra-national language-based movement today is la Francophonie, the movement representing all of the populations of the world that speak French. French is an international language and is spoken in many parts of the world, although the exact number of francophones is not known. La Francophonie has a number of major international constituent organizations and has strong support among some populations, particularly in France and Quebec. Despite these factors, the authenticity of the movement is questioned, and criticisms of the movement and of one of its major organizations, the Agency of Cultural and Technical Cooperation, include these: that it is neo-colonialist; that member governments lack a genuine commitment; that French is not the authentic language of many of the populations adhering to it; that French does not possess the intrinsic qualities it is claimed to have; and that "francite," the quality of possessing ethnically or genetically French origins, has greater authenticity. However, these arguments are not supportable, and "francite" as a movement provides more of a threat, in the form of racism, than does la Francophonie. (MSE)

ED 279 221 HE 020 016

Brubaker, Paul
Financial Health Indicators for Institutions of Higher Learning: A Literature Review and Synthesis. Technical Report No. 13.
American Institutes for Research in the Behavioral Sciences, Palo Alto, Calif.
SPONS. AGENCY- National Center for Education Statistics (DHEW), Washington, D.C.
PUB DATE- Nov 79
NOTE- 140p.; Statistical Analysis Group in Education Report.
CONTRACT- 300-78-0150
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Databases; *Educational Finance; *Evaluation Criteria; *Financial Policy; *Higher Education; Information Sources; *Money Management; School Accounting; *Standards
IDENTIFIERS- *Financial Indicators

Forty studies that have formulated financial standards or indicators for colleges and universities are reviewed. The 40 investigations have been conducted since 1973 and have generated over 300 financial indicators. Information is provided on reasons for performing financial analysis, databases that generate the financial information, theoretical and empirical procedures for selecting indicators, and validation techniques. The review identifies the following purposes for developing financial indicators: research to provide a theoretical framework, financial accounting, federal and state policy analysis, evaluation research, institutional analysis, credit analysis, applied research, future uses, and the national standards debate. The review indicates that the different purposes and uses for financial indicators have resulted in different sets of indicators. A chart shows conceptual frameworks, data sources, and experts for 1973-1978 for the following uses of indicators: determining sector viability, identifying institutional conditions, evaluating public programs, aiding institutional management, and assessing investment risks. A six-page bibliography concludes the document. (SW)

ED 279 306 IR 012 546

Low-Cost Educational Materials. How to Make, How to Use, How to Adapt. Inventory. Volume III.

United Nations Educational, Scientific, and Cultural Organization, Bangkok (Thailand). Regional Office for Education in Asia and the Pacific.

PUB DATE- 84

NOTE- 126p.; Asia and the Pacific Programme of Educational Innovation for Development. For volumes I and II, see ED 205 166 and ED 237 059.

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- *Audiovisual Aids; *Developing Nations; Educational Games; Foreign Countries; Handicrafts; *Instructional Materials; Material Development; *Production Techniques; Resource Materials; *Teacher Developed Materials; Toys

IDENTIFIERS- *Asia

This volume presents instructions for 61 low-cost and indigenous teaching materials that were developed from recommendations of the Fifth Regional Consultation Meeting on APEID (Asia and the Pacific Programme of Educational Innovation for Development) held in March 1978. Third in a series, this document describes materials that not only contribute to entertaining children, but to the achievement of several educational objectives, such as cognitive development, acquisition of manipulative skills, and individual and collective creativity. Each description lists the subject area, grade levels, objectives, materials needed, and the source. Instructions tell both how to make and how to use the item, and describe possible modifications when applicable. Educational games and toys are among the materials described, which include play activities or crafts for use in teaching basic science, physical education, storytelling and creative expression, basic arithmetic, mathematics, the language arts, music, physics, biology, and general science. Instructions are illustrated with line drawings. (DJR)

ED 279 334 IR 051 805

Rubin, Richard
In-House Use of Materials in Public Libraries. Monograph 18.
Illinois Univ., Urbana. Graduate School of Library and Information Science.
PUB DATE- 86
NOTE- 211p.; Report written for the Coalition for Public Library Research.
AVAILABLE FROM- The University of Illinois, The Graduate School of Library and Information Science, 249 Armory Building, 505 E. Armory St., Champaign, IL 61820.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Library Materials; Library Research; *Measurement Techniques; *Public Libraries; Questionnaires; *Research Methodology; Tables (Data); *Users (Information); *Use Studies
IDENTIFIERS- Coalition for Public Library Research; *Inhouse Use

This report discusses the examination of the in-house use of library materials in six Coalition for Public Library Research member libraries and the methods best suited to measure in-house use. Data for the study were collected from adult questionnaires and interviews, the count of materials found on tables, unobtrusive observation, children's questionnaires and interviews, and the Illinois Public Library Cooperative Study. Results of the study indicate that: (1) there is substantial evidence that the number of materials used in libraries is misrepresented and the table count method should be supplemented or replaced; (2) a substantial proportion of library patrons use materials in the library; (3) the average library patron is better educated than individuals in the general population; (4) the largest number of items used in the library are nonfiction; (5) the unemployed place considerable reliance on the library for information; and (6) the best method to measure in-house use is the questionnaire. The text is supplemented by 21 tables, and references are provided. Appendices include summary and analysis tables for the adult questionnaire; adult interview; count of materials used, unobtrusive observation, and Illinois Public Library Cooperative Research Group Study; as well as copies of instructions and the forms used for collecting data. (KM)

ED 279 404 PS 016 330

Drake, Melita
An Annotated Bibliography of the Literature Dealing with the Educational and Social Benefits of Tutoring Programs.

PUB DATE- Mar 86
NOTE- 27p.; Exit Project, Indiana University at South Bend.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Reference Materials - Bibliographies (131)
DESCRIPTORS- *Academic Achievement; Annotated Bibliographies; Disabilities; *Educational Practices; Elementary Secondary Education; *Motivation; *Outcomes of Education; *Social Development; *Tutorial Programs; Tutors
IDENTIFIERS- *Tutor Training

This document provides (1) an annotated bibliography of 30 studies of the educational and social benefits of tutoring programs for handicapped and non-handicapped tutors and tutees and the importance of training in tutoring programs, and (2) a 6-page summary of the findings. Annotations are organized in five sections concerning training in tutoring programs, academic and motivational benefits of tutoring programs, and social benefits for the handicapped and the non-handicapped. The summary of research findings suggests that tutees with trained tutors outperform tutees with untrained tutors. Tutoring programs can produce significant academic gains. Some programs help motivate low-achievers, disadvantaged children, and disinterested pupils. Some produce gains in personal adjustment, self-esteem, social acceptance, school attitude, and social interaction in both handicapped and non-handicapped tutors and tutees. (RH)

ED 279 419 PS 016 370

Vorster, de Wet
Early Mother/Baby Contact: Consequences/Implications for Treatment.
PUB DATE- Aug 86
NOTE- 26p.; Filmed from best available copy. Paper presented at the Meeting of the World Association for Infant Psychiatry and Allied Disciplines (Stockholm, Sweden, August 3-7, 1986).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Attachment Behavior; Check Lists; *Early Experience; Foreign Countries; *Mothers; *Neonates; Obstetrics; *Parent Child Relationship; Questionnaires
IDENTIFIERS- *Holding of Infants; Postnatal Influences

To assess the effect of early mother-infant proximity on later stress and behavior, two studies were made which involved a sample of mother-baby pairs that was larger than samples utilized in previous studies. In Study 1, involving 300 consecutive mother-baby couples at the Maternity Hospital in Plymouth, England clinical medical officers used a questionnaire to probe possible relationships between developmental problems and the provision of either longer or shorter periods of mother-infant contact after birth. Findings indicated that mothers receiving 20 minutes or more of close postbirth contact had significantly less symptoms at a developmental follow-up when the infant was 6-weeks-old than those receiving brief contact. Subjects receiving 10 minutes or less contact exhibited the percentage of problem behavior typical of those separated at birth. In Study 2, midwives completed a Mother/Baby Bonding Chart to evaluate 366 mother-baby pairs, about one-third of which received 20 minutes or more contact. Mother-infant pairs in the extended contact group exhibited fewer signs of distress than did couples receiving shorter contact. In particular, infants who experienced a longer period of contact with their mother cried less. Results are discussed, with specific attention given to the value of physical holding in the therapeutic treatment of infants and toddlers. The Early Infant Contact Study Questionnaire and the Mother/Baby Bonding Chart are appended. (RH)

ED 279 434 PS 016 395

Ate, Delthyea Gautt
Quality Standards for Nigerian Pre-Primary Centres.

PUB DATE- 86
NOTE- 37p.; Filmed from best available copy.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Check Lists; Child Caregivers; *Childhood Needs; *Day Care Centers; *Early Childhood Education; *Educational Quality; Foreign Countries; Health; Nutrition; *Preschool Teachers; Rating Scales; Safety; *Standards
IDENTIFIERS- *Nigeria

Proposing quality standards for Nigerian pre-primary centers, this paper argues that the first concern must be the provision of adequate care in the form of high quality health, safety, and nutritional conditions. Care is discussed in terms of illness policy, routines for good health, physical characteristics of centers, personal hygiene, "babyproofing" the environment, special safety precautions, and recommended foods for centers' meal plans. It is further argued that after centers have met criteria of adequate care, they may begin to consider educational issues, such as instructional staff, curriculum content, and teaching methods. Educational issues are discussed in terms of developmentally appropriate experiences for children, staff qualifications and experience, personality characteristics desired of teachers, in-service teacher education, and parent participation. The paper concludes by providing a copy of the Quality Standards Checklist/Rating Scale for Nigerian Pre-Primary Centres, a tool recommended for use by parents, center personnel, researchers, agents of government, and policymakers in evaluating existing and newly proposed pre-primary centers. (RH)

Conway, Lorraine

Learning about the Human Body. Superific Science Book IV. A Good Apple Science Activity Book for Grades 5-8+.

REPORT NO.- ISBN-0-916456-67-6
PUB DATE- 80
NOTE- 72p.
AVAILABLE FROM- Good Apple, Inc., Box 299, Carthage, IL 62321-0299 (GA178; $5.95).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Anatomy; Biology; Elementary Education; *Elementary School Science; *Experiential Learning; Health Education; *Human Body; Intermediate Grades; Junior High Schools; Nutrition Instruction; Science Activities; Science Education; *Science Experiments; *Science Instruction

Designed to supplement a basic life science or biology program, this document provides teachers with experiential learning activities dealing with the human body. The learning activities vary in the length of time needed for their completion, and require a minimum of equipment and materials. The activities focus on: (1) the human skeleton; (2) systems of the human body; (3) the relationship of certain tissues to specific organs; (4) basic concepts of blood and blood-related diseases; (5) the various sensory capabilities relating to touch, hearing, tasting, smelling, and seeing; (6) a virus invasion of a bacterial cell; (7) the nervous system (including a brain "map"); (8) human nutrition and the foods we eat; and (9) the leading causes of death. Included are reproducible handouts, quizzes, self-checks, and an answer key. (TW)

Champagne, Audrey B.; And Others
Effecting Changes in Cognitive Structures among Physics Students. Report No. 1986/13.
Pittsburgh Univ., Pa. Learning Research and Development Center.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- 86
NOTE- 28p.; Revision of ED 229 238.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academically Gifted; College Science; Concept Formation; Higher Education; Intermediate Grades; *Learning Strategies; *Mechanics (Physics); Middle Schools; *Misconceptions; *Physics; Preservice Teacher Education; Science Education; *Science Instruction; Secondary School Science
IDENTIFIERS- *Ideational Confrontation; *Science Education Research

The research reported in this paper investigated the effectiveness of an instructional strategy, ideational confrontation, in producing conceptual change. Participants of the study were a group of middle school students (N=13) who were designated as academically gifted and a group of non-physics major university science graduates (N=6) who were studying to become secondary science teachers. Assessments were made of all students' cognitive structures before and after instruction. Content of instruction varied with the two groups but the ideational confrontation strategy was the same. Data findings are reported and results indicate that the effects of the ideational confrontation strategy differed somewhat for students with different characteristics but the strategy evidenced promise for engendering restructuring of students' existing knowledge and for changing the content of their knowledge. Instructional implications are reviewed. References are provided. (ML)

ED 279 207 FL 016 523

van Deth, Jean-Pierre
L'Enseignement scolaire des langues vivantes dans les pays membres de la communaute europeenne: bilan, reflexions et propositions (Modern Language Instruction in the Member Countries of the European Community: Evaluation, Reflections, and Proposals).
Association Internationale pour la Recherche et la Diffusion des Methodes Audio-visuelles et Structuro-globales, Ghent (Belgium).
PUB DATE- 79
NOTE- 160p.
LANGUAGE- French
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Access to Education; Comparative Education; Coordination; *Demography; Educational Administration; Educational Planning; *Educational Policy; Elementary Secondary Education; Foreign Countries; *Government Role; *International Cooperation; *Language Planning; *Modern Languages; Multilingualism; Politics; Second Language Instruction; Second Language Programs
IDENTIFIERS- Belgium; Denmark; *European Community; France; Ireland; Italy; Luxembourg; Netherlands; United Kingdom; West Germany

A review of the situation of modern language teaching in western Europe (Belgium, Denmark, Ireland, France, Italy, Luxembourg, the Netherlands, West Germany, and the United Kingdom) looks at the demography and multilingualism of the region, the organization of school systems in those countries, and the status of school-based modern language instruction at each educational level. The concept and the realities of international cooperative planning for language instruction are discussed, and the international roles of English, French, and Esperanto are explored. Issues such as the role of language in international understanding and the concepts of language utility and difficulty are also addressed. Finally, the responsibilities of the individual governments with regard to languages and access to language instruction are examined, as well as the tasks faced by the European Community as a whole. (MSE)

Monaco, Jenny; MacDonald, Lesley
IT in Educational Administration and Management. CET Information Sheet No. 9.
Council for Educational Technology, London (England).
PUB DATE- Mar 84
NOTE- 16p.
AVAILABLE FROM- Council for Educational Technology, 3 Devonshire Street, London W1N 2BA, England.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Information Analysis/State-of-the-Art Materials (070) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Computer Managed Instruction; Computer Software; Developed Nations; *Educational Administration; Elementary Secondary Education; Foreign Countries; *Information Technology; *Management Information Systems; *Microcomputers
IDENTIFIERS- United Kingdom; Vendors

This document provides information on the use of information technology (IT) to assist in educational management and administration, considers where future developments may lead, and provides definitions of IT and its elements--information handling, communications technology, and information transformation. The involvement of the Council for Educational Technology (CET) in investigations of the use of IT for helping school administrators and teachers with administrative tasks is described and a number of tasks now being performed by computers are listed. The recommendations resulting from a seminar convened at CET to discuss the organizational, technical, and informational aspects of introducing IT into the schools are provided, and some factors to be considered when purchasing or developing computer-based educational administration and management systems are suggested. Also included are lists of sources for further advice and information; software suppliers; magazines, journals, and books on IT; and institutions currently or recently involved in research. A list of Microelectronics Education Programme (MEP) Regional Information Centres is appended. (DJR)

ED 279 391 JC 870 152

Coffey, Janis Cox
Planning for Change: Fall 1984 Enrollment Update.
Los Rios Community Coll. District, Sacramento, CA. Office of Plannin and Research.
PUB DATE- Jan 85
NOTE- 51p.; For additional reports in this series, see ED 243 530 an JC 870 114-115.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Numerical/Quantitative Data (110)
DESCRIPTORS- Age; *Black Students; *College Planning; Community Colleges; Credit Courses; Day Students; Declining Enrollment; Dropout Research; *Dropouts; *Enrollment Trends; Ethnicity; Evenin Students; School Demography; School Holding Power; *Student Characteristics; Trend Analysis; *Tuition; Two Year Colleges; Two Year College Students

Data on enrollment trends and student characteristics in the Los Rios Community College District (LRCCD) are presented, along with an examination of the possible effects of the imposition of tuition in fall 1984. Following introductory comments on data collection and analysis, information is presented on district enrollment; day/evening distribution; unit load; ethnic, age, and gender distribution; and weekly student contact hours. Next, details on enrollment declines are presented in terms of age groups, gender, unit load, day/evening status, academic standing, grade point average, educational goal, high school education, student classification, retention rates, and comparisons with statewide figures. The next section focuses on disproportionate enrollment declines among black students, providing data on a survey of black non-returning students and the results of college and community meetings. Summary comments indicate that: (1) the LRCCD lost disproportionately more young black students than older ones, more black men than black women, more full-time than part-time students, more day than evening students, and considerably more continuing and returning students than new students; (2) non-returning students cited personal/family reasons and reasons related to employment as the chief factors influencing their decision not to re-enroll; and (3) the proportions of black students on academic probation and on dismissal notice were higher than for any other ethnic group and their retention rates were lower. (LAL)

ED 279 447 RC 016 087

Cigler, Beverly A.
Building a Data Base: The "National" Small Government Research Network.
PUB DATE- 86
NOTE- 34p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Journal Articles (080)
DESCRIPTORS- Community Size; *Computer Networks; *Databases; Government School Relationship; *Information Dissemination; Information Networks; Local Government; Policy Formation; Political Science; Program Descriptions; *Public Administration; *Research; Research Tools; Research Utilization; Rural Areas
IDENTIFIERS- *National Small Government Research Network; *Small Towns

Intended for academics interested in small town research with an applied focus, this paper argues that high quality research aimed at data base development must occur before academics can work with practitioners in any policy forum. The paper begins by documenting the lack of research on small and rural governments and the need for a sound data base to help small governments (defined as those with populations of less than 25,000) operate effectively. A significant portion of the paper is devoted to suggestions for organizing systematic data collection across the 50 states. Obstacles to such a network are outlined, and readily available telecommunications capabilities for linking researchers in joint problem development, data collection, and research dissemination are promoted. The paper analyzes lessons learned from a series of small town studies conducted in North Carolina since 1979 to lay the foundation for development of a national network to conduct small government research. Topics include the importance of the research users' perspective, research design, and funding sources. Concluding notes provide sources of further information about computer networking, information utilities, and the National Small Government Research Network. (JHZ)

ED 279 552   SE 047 833

Grade 12 Diploma Examination: Biology 30. January 1987.
Alberta Dept. of Education, Edmonton.
PUB DATE- Jan 87
NOTE- 40p.; For June 1986 examination see ED 273 474.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Biology; Foreign Countries; *Grade 12; High Schools;
  Science Education; *Science Tests; *Secondary School Science
IDENTIFIERS- *Alberta

Biology 30 is a twelfth-grade physics course for students in Alberta, Canada. This document is a final test for the course. Intended for administration during January, 1987, it contains 80 multiple-choice questions and seven written-response questions. Two-and-one-half hours are allowed for completing the test. No answer key is included since scoring is done by the provincial education department. (ML)

ED 279 177 FL 016 485

Elsness, Johan
The Preterite and the Perfect in BBC News Bulletins: The Case for a Text Linguistic Approach.
PUB DATE- 84
NOTE- 14p.; In: Ringbom, Hakan, Ed,; Rissanen, Matti, Ed. Proceedings from the Nordic Conference for English Studies (2nd, Hanasaari/Hanaholmen, Finland, May 19-21, 1983); see FL 016 498.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adverbs; *Discourse Analysis; *English; Foreign Countries; Language Research; *Language Usage; Linguistic Theory; *News Reporting; Oral English; Persuasive Discourse; Radio; Speech Communication; Standard Spoken Usage; *Tenses (Grammar); *Verbs
IDENTIFIERS- *British Broadcasting Corporation; Broadcast Journalism; Referents (Linguistics)

A study of the preterite and the perfect in English examined their use in 12 radio news bulletins of the British Broadcasting Corporation (BBC). The study analyzed the distribution of all of the broadcasts' verb phrases over verb forms and clause types, time references (previously given and new-time), the presence or absence of adverbials or other specifiers, and whether the time reference extends to the time of usage or is wholly located in the past. The results of the analysis are discussed and the differences in verb form usage in spoken and written news bulletins are briefly examined.(MSE)

ED 279 193 FL 016 501

Freeman, David; And Others
Success for LEP Students: The Sunnyside Sheltered Immersion Program.
PUB DATE- Nov 86
NOTE- 25p.; Paper presented at the Annual Meeting of the National Council of Teachers of English (16th, San Antonio, TX, November 21-26, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; *Bilingual Education Programs; Biology; Classroom Techniques; Comparative Analysis; *English (Second Language); Experimental Programs; High Risk Students; High Schools; High School Students; *Immersion Programs; Inservice Teacher Education; *Limited English Speaking; *Program Design; *Program Effectiveness; Second Language Programs; Student Attitudes; Teaching Methods; United States History
IDENTIFIERS- *Sunny Side School District AZ

Tucson, Arizona's Sunnyside School District pilot bilingual education program is described. The program was begun in 1985 to help prevent academic failure in limited English-proficient, high academic risk students. The pilot program offered sheltered immersion instruction in biology and United States history for language minority students with a history of academic problems. The students in these courses were not required to compete with academically successful peers, but both content area and language needs were addressed. Despite long classes beginning early in the morning, attendance was excellent. The four teachers involved were given pre- and in-service instruction and a follow-up workshop, focusing on specific techniques to make content-area instruction comprehensible and maximize student success. Program students showed high academic achievement in grades and on pre- and post-test comparisons. The greatest gain was in reading comprehension. Student journal entries indicated a generally positive attitude toward the courses and improved self-confidence. (MSE)

ED 279 250 HE 020 085

Douglas, Joel M., Ed.
Faculty Discipline and Faculty Work Stoppages, 1986.
City Univ. of New York, N.Y. Bernard Baruch Coll. National Center for the Study of Collective Bargaining in Higher Education and the Professions.
PUB DATE- Dec 86
NOTE- 11p.
AVAILABLE FROM- National Center for the Study of Collective Bargaining in Higher Education and the Professions, 17 Lexington Avenue, Box 322, New York, NY 10010 ($4.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Serials (022) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Collective Bargaining; *College Faculty; Community Colleges; Comparative Analysis; Contracts; Higher Education; *Teacher Discipline; *Teacher Strikes; *Unions; Universities

Faculty collective bargaining agreements were surveyed to determine the extent and frequency that contractual clauses dealing with discipline have been negotiated. Data on college faculty work stopages for 1986 were also collected. Excerpts from collective bargaining agreements concerning disciplinary actions, reprimands,

just cause and due process, and discipline of tenured and/or tenure-track faculty are provided for the following institutions: City University of New York; Foothill-De Anza Community College District, Indiana; Bard College; University of Detroit; the University of Connecticut; Long Island University-C.W. Post; and Lewis and Clark Community College. In addition to a brief description of faculty work stoppages at 11 colleges in 1986, tables indicate the agent for each college, the number of work days of the 1986 strike, and the level of the institution (2 or 4 years). Data on the number of back-to-school strikes for fall semesters for 1977 through 1986 are also provided. The nine faculty stopages during fall 1986 was the highest total in the past 7 years. (SW)

ED 279 321 IR 012 565

Besser, Howard
Use of Non-Broadcast Channels to Communicate Information in Social Change Situations: Berkeley Anti-Apartheid and Solidarity Poland.
PUB DATE- 21 Jan 86
NOTE- 19p.; Paper presented at the Annual Conference of the Association for Educational Communications and Technology (Las Vegas, NV, January 16-21, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Reports - Descriptive (Program/Project Descriptions) (141)
Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Communication (Thought Transfer); Comparative Analysis;
Developed Nations; Feedback; Foreign Countries; *Information Dissemination; *Mass Media; *Models; Social Change; Technological Advancement
IDENTIFIERS- *One Way Communication; Poland; *Two Way Communication; United States

This paper describes the notion of two-way communication, wherein the receiver can question or challenge the transmitter of the information, and shows how it differs from the one-way forms of communication that are more prevalent in developed countries today. Pointing out that today's broadcast and mass-market print media usually take the form of one-way communication, which is characterized by its speed and ability to reach a large number of people instantly, the paper focuses on the role of gatekeepers (transmitters) in one-way communication as they control and package the information that is disseminated and are not responsive to questions from the receivers (the general populace). The societal and technological changes that have paralleled the move from two-way to one-way communications are also discussed. Using the traditional newspaper as an example, a model is then proposed which incorporates the speed of one-way communication while preserving feedback, i.e., the ability for the receiver to obtain further information and clarification, and to enter into dialogue with the transmitter. Finally, the paper examines two recent social-change situations--the Berkeley Anti-Apartheid Movement and Solidarity Poland--to show the various ways in which the modified two-way communications model has been effective. Diagrams of the models discussed are included. (DJR)

ED 279 349 IR 051 821

Holley, Robert P.
The Utah Newspaper Project. Final Report.
Utah Univ., Salt Lake City. Marriott Library.
SPONS. AGENCY- National Endowment for the Humanities (NFAH), Washington, D.C.
PUB DATE- 23 Dec 86
NOTE- 25p.; United States Newspaper Program.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Libraries; *Cataloging; Grants; Higher Education; Library Cooperation; *Microfilm; *Newspapers; Public Relations
IDENTIFIERS- National Endowment for the Humanities; United States Newspaper Program; *University of Utah

As part of the United States Newspaper Program, the Marriott Library at the University of Utah undertook the Utah Newspaper Project, a major microfilming project funded by the National Endowment for the Humanities. This report reviews the background of the project, describes the grant application process, and discusses the activities of: (1) the planning phase, during which the project sponsored a conference and compiled a preliminary checklist of 920 newspapers from secondary sources; and (2) the Bibliographic Control Phase, during which staff inventoried 525 Utah newspapers and 803 out-of-state newspapers in 32 newspaper repositories to amass a total of 3,298 local holdings records. In addition, a discussion of continuing concerns focuses on publicity, gifts and loans from the public, and public service activities. It is concluded that newspapers in Utah are now under good bibliographic control both for cataloging and for union listing. Notes are provided; and appendices include a sample page from the Utah Newspaper Checklist and listings of titles cataloged by state, titles cataloged by Utah newspaper depositories, and newly discovered newspapers microfilmed during the project. (Author/KM)

ED 279 461 RC 016 133

Knowlton, Marie
Model for Low Incidence Education Preservice Training.

PUB DATE- Oct 85
NOTE- 14p.; Paper presented at the National Rural Teacher Education Conference (1st, Bellingham, WA, October 9-11, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Access to Education; Graduate Study; Higher Education; Individualized Education Programs; Intercollegiate Cooperation; *Models; *Preservice Teacher Education; Program Descriptions; Rural Areas; *Rural Education; *Special Education; *Summer Programs; Teaching Experience; *Visual Impairments
IDENTIFIERS- Credit Transfer; *Minnesota; University of Minnesota

A University of Minnesota model for low incidence preservice special education teacher training is focused on visual impairment education and requires completion of four graduate level components for licensure. This model attempts to be flexible and address the needs of the field in providing qualified personnel that will remain in local school districts and attempts to deliver the certification program in a manner in which participation is possible by those who are most closely in contact with the local districts and their needs. A nine quarter credit core of general courses may be taken at any college and transferred to the program.

Summer sequence courses, taught only in remote locations, are offered in compact 2- to 3-week sessions and can be completed in two summers. Two courses are available through correspondence, and the 5- to 10-week practicum is individually arranged for each student. A profile of the 1985 summer program reveals that 4 courses were offered with a total of 18 enrollments, creating a mean of 4.5 enrollments per course. Five students came from rural areas, two from the metropolitan area, and one from another state. Average distance traveled per class per student was 583.3 miles. (NEC)

ED 279 474 RC 016 146

Lawless, Ken
Dream into Reality: Career Education in a Changing Economy. Harvesting the Harvesters. Book 9.
State Univ. of New York, Potsdam. Coll. at Potsdam.
SPONS. AGENCY- Department of Education, Washington, DC.; New York State Education Dept., Albany. Bureau of Migrant Education.
PUB DATE- Oct 86
NOTE- 17p.; For related documents, see RC 016 138-147. Photographs may not reproduce clearly.
AVAILABLE FROM- School of Professional Studies, Potsdam College, Potsdam, NY 13676.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- Correspondence Study; Dropout Attitudes; *Dropout Prevention; Dropout Programs; *Educational Attitudes; Elementary Secondary Education; Inservice Teacher Education; *Migrant Children; *Migrant Education; Preservice Teacher Education; Relevance (Education); Teacher Influence; *Teacher Student Relationship; Units of Study; *Vocational Education
IDENTIFIERS- Migrant Educators National Training OutReach

The ninth of a series of 10 study units for a Migrant Educators' National Training OutReach (MENTOR) correspondence course explores reasons for dropping out among migrant students, ways to lower dropout risk, vocational education needs, and role models. Designed for use in preservice or inservice teacher education, the unit points to the predominance of school-related factors in dropout decisions and the prevalence of perceptions of teacher indifference. Discussion of ways to reduce dropout risk includes problem recognition, high risk student identification, elimination of elementary school flunking practices, compensatory programs, and individual attention. The unit examines the successes and failures of vocational education and special vocational needs of migrant students and emphasizes the need for success stories and role models. A 46-item bibliography and list of state offices of migrant education are included. (LFL)

ED 279 488 SE 047 749

United States-Japan Seminar on Science Education. Seminar Summary, Conclusions, and Recommendations (Honolulu, Hawaii, September 14-20, 1986).
SPONS. AGENCY- Japan Society for the Promotion of Science.; National Science Foundation, Washington, D.C.
PUB DATE- Sep 86
NOTE- 8p.; For a preview of the seminar, see ED 278 560.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Cognitive Processes; Developed Nations; Elementary Secondary Education; Foreign Countries; Higher Education;

*Inservice Teacher Education; International Cooperation; *International Educational Exchange; *International Programs; *Preservice Teacher Education; Process Education; *Science Curriculum; Science Education; Seminars
IDENTIFIERS- *Japan; Science Education Research; United States

The United States-Japan Cooperative Science Program was initiated for the purpose of conducting research and exchanging ideas for the improvement of science education. A seminar was held in Honolulu in 1986 to discuss efforts and future directions of this cooperative program. This paper reviews the outcomes of the seminar in three areas. These include: (1) research (stating research questions as well as listing potential hypotheses); (2) teacher education (identifying the strengths, problems, and issues in pre-service and in-service training and possible future plans for collaboration); and (3) curriculum (outlining specific plans for a U.S. team and a Japanese and Korean team, with a projected timeline extending through 1990). (ML)

ED 279 222 HE 020 017

Russ-Eft, Darlene F.; Brandt, David A.
Error Profile of Selected Statistics in the Fall Enrollment Survey o
the Higher Education General Information Survey (HEGIS). Technical
Report No. 25.
American Institutes for Research in the Behavioral Sciences, Palo Alto, Calif.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
PUB DATE- Dec 82
NOTE- 143p.; Statistical Analysis Group in Education Report.
CONTRACT- 300-80-0822
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Data Analysis; *Data Collection; *Enrollment Trends; Error Patterns; Higher Education; *Measurement Techniques; *National Surveys; Quality Control; Questionnaires; *Research Problems; *Sampling; Statistical Analysis
IDENTIFIERS- *Higher Education General Information Survey

Error profiles for the Fall Enrollment Survey of the Higher Education General Information Survey (HEGIS) were developed as part of an assessment of the quality of survey data. Three statistics were of particular interest: the count of full-time equivalent students, the breakdown by race/ethnicity, and the count of unclassified students. Attention is focused on the sources of error in these three variables. To provide documentation on the sources and extent of sampling and nonsampling error, each of six stages of the survey were reviewed. The processes for the stage are described, along with possible errors arising from the process. The following stages were examined: survey objectives, sampling, measurement instruments, data collection, data preparation, data analysis and interpretation. Appendices provide background information on HEGIS, a list of nationally recognized accrediting agencies and associations, suggestions for improving the wording and format of the Fall Enrollment Survey, an example of a revised HEGIS survey form (Institutional Information for the Fall Enrollment and Compliance Report). (SW)

ED 279 236 HE 020 069

Status of Minorities in Colorado Public Higher Education, Fiscal Year 1985-86. Focus on Faculty and Staff.

Colorado Commission on Higher Education, Denver.

PUB DATE- Jul 86
NOTE- 101p.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Administrators; Blacks; *College Faculty; *College Students; *Employment Patterns; Enrollment Trends; Females; Higher Education; Hispanic Americans; *Minority Groups; Nonprofessional Personnel; Paraprofessional School Personnel; Professional Personnel; Public Colleges; *School Personnel; School Secretaries; State Colleges; State Surveys; Two Year Colleges
IDENTIFIERS- *Colorado; *Noninstructional Staff

Data on the employment of minority faculty and staff and on minority students in Colorado public higher education are provided for fiscal year (FY) 1985-1986. For universities, comprehensive and general baccalaureate colleges, two-year colleges, and special institutions, the following occupational groups are covered: executive, administrative, and managerial; faculty; professional nonfaculty; clerical and secretarial; technical and paraprofessional; service/maintenance, and skilled craft. Findings include the following: at public institutions, the minorities held 10.9% of the executive, administrative, and managerial jobs in 1985-1986; minorities currently account for 6.7% of faculty employment; minorities made up 5.6% of the tenured faculty, 7.8% of the nontenured, tenure-track faculty, and 8.7% of the other faculty; minority enrollment, which is at its highest level in 4 years, increased 8.8% in 1985-1986; however, the minority share of total enrollment has remained between 11% and 12% over the past 4 years; and minorities share of the associate level degree has been less than 8% during the last 4 years. (SW)

ED 279 265 HE 020 100

Governor's Commission on the Financing of Higher Education. Final Report.

Pennsylvania Governor's Commission on the Financing of Higher Education.

PUB DATE- Apr 85
NOTE- 40p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Access to Education; Accountability; Blue Ribbon Commissions; *College Administration; College Choice; Community Colleges; Economic Development; *Educational Finance; *Educational Quality; Education Work Relationship; Financial Support; Government School Relationship; Higher Education; Institutional Mission; Labor Force Development; Private Colleges; *School Business Relationship; *State Aid; State Colleges
IDENTIFIERS- *Pennsylvania

Current and alternative funding methods for higher education in Pennsylvania are reviewed by the Commission on the Financing of Higher Education and recommendations are offered. Areas of concern are: using scarce state resources to improve student access and educational quality; strengthening the diversity of college programs and institutions; promoting better management; and responding to different college missions. After reviewing the legal and historic bases for funding various sectors and schools, attention is directed to the state's past practices, future needs, and higher education's role into the twenty-first century. The 27 recommendations are organized under four themes: pursuit of excellence; student access and participation; economic revitalization; and accountability and management. Both access and college choice are addressed, along with the specific role of the community college system. Specific topics concerning economic revitalization include: college roles in developing an educated work force; the use of college research capabilities to assist industry expansion into new growth areas; and the importance of cooperative relationships among business, industry, colleges, and government. (SW)

ED 279 279 HE 020 125

Astin, Alexander W.; And Others
The American Freshman: Twenty Year Trends, 1966-1985. Cooperative Institutional Research Program.
American Council on Education, Washington, D.C.; Higher Education Research Inst., Inc., Los Angeles, Calif.
PUB DATE- Jan 87
NOTE- 225p.; For related documents, see HE 020 123-124.
AVAILABLE FROM- University of California, Higher Education Research Institute, Graduate School of Education, Los Angeles, CA 90024 ($19.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Numerical/Quantitative Data (110) Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Academic Ability; Academic Aspiration; *College Freshmen; Feminism; Higher Education; Longitudinal Studies; Majors (Students); *National Norms; National Surveys; *Occupational Aspiration; *Political Attitudes; Questionnaires; Sex Differences; Social Attitudes; *Student Attitudes; Student Characteristics; Trend Analysis; Values
IDENTIFIERS- *Cooperative Institutional Research Program

Results of the Cooperative Institutional Research Program's annual surveys of college freshmen since 1966 are presented separately for men, women, and all freshmen. In addition to a narrative summary, the normative data are presented under seven headings: academic skills and preparation, demographic trends, high school experiences, educational and career plans, attitudes, values, and financing college. Findings include: the proportion of women in the first-time, full-time student population increased from 43.4 to 51.8% between 1969 and 1985; the representation of minorities in entering freshman classes nearly doubled between the mid-1960s and the mid-1970s; the percentage of freshmen who frequently smoked cigarettes declined by nearly half between 1966 and 1985, while the percentage that frequently or occasionally drank beer increased roughly one quarter over the same period; and the percentage of male freshmen aspiring for doctorates or high level professional degrees declined one-fifth between 1970 and 1985, while the percentage of women aspiring to such degrees virtually doubled. The questionnaire and list of participating colleges are appended. (SW)

ED 279 307 IR 012 547

Sall, Malkit S.

Man Machine Systems in Education.
PUB DATE- 85
NOTE- 29p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Artificial Intelligence; *Computer Assisted Instruction; *Courseware; Distance Education; Elementary Secondary Education; Higher Education; Instructional Effectiveness; Interaction; Learning Processes; Literature Reviews; Locus of Control; *Man Machine Systems; Videotex

This review of the research literature on the interaction between humans and computers discusses how man machine systems can be utilized effectively in the learning-teaching process, especially in secondary education. Beginning with a definition of man machine systems and comments on the poor quality of much of the computer-based learning material currently available, the discussion focuses on how to make optimal use of the interaction between computers and students. The discussion includes definitions and concepts of this interaction, as well as examples of the use of artificial intelligence for computer-assisted instruction in problem-solving and mathematics. Also identified are four types of interactions between humans and machines and criteria and recommendations considered important for effective interaction between students and computers. Specific uses of the computer in various disciplines, teacher attitudes towards computers, and the use of videotex are also discussed. A synthesis of these issues is provided, followed by three recommendations for making effective use of computer interactions in education in the future and an outline of some of the issues that should be considered when designing the user interface for students. A 33-item bibliography/reference list is appended. (DJR)

ED 279 335 IR 051 806

Cook, Michael
An Introduction to Archival Automation: A RAMP Study with Guidelines.
United Nations Educational, Scientific and Cultural Organization, Paris (France). General Information Programme.
REPORT NO.- PGI-86/WS/15
PUB DATE- Sep 86
NOTE- 69p.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Archives; *Automation; Developed Nations; Developing Nations; Foreign Countries; Guidelines; Information Services; *Systems Analysis; *Systems Development; Training
IDENTIFIERS- *Records Management

Developed under a contract with the International Council on Archives, these guidelines are designed to emphasize the role of automation techniques in archives and records services, provide an indication of existing computer systems used in different archives services and of specific computer applications at various stages of archives administration, and discuss the current status of information retrieval technology. General principles including infrastructure and training are presented; the functions of input, processing, output, and evaluation are discussed; and systems specification and the systems analysis stages of data capture, data entry, and data structure are considered. In addition, examples of specific applications are given, including records management, accessions registration, the construction of finding aids, user services, and automation in support of management. Problems centering on hardware, software, staffing, costs, systems planning, and small archives are also considered along with their solutions. A 55-item bibliography is provided. (KM)

ED 279 363 JC 870 111

Hulburd, Kimberly

Care of the Patient with Renal Disease: Peritoneal Dialysis and Transplants, Nursing 321A.

PUB DATE- 87
NOTE- 35p.; Graduate seminar paper, University of California, Los Angeles.
LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Community Colleges; *Course Content; Course Descriptions; Course Evaluation; *Course Objectives; *Medical Services; Nurses; *Nursing; *Nursing Education; *Physiology; Two Year Colleges
IDENTIFIERS- *Renal System

A description is provided of a course, "Care of the Patient with Renal Disease," offered at the community college level to prepare licensed registered nurses to care for patients with renal disease, including instruction in performing the treatments of peritoneal dialysis and continuous ambulatory peritoneal dialysis (CAPD). The first sections of the description provide general course information, a list of units of instruction, a list of instructional materials, information on class assignments and clinical practice, and a glossary. The bulk of the paper consists of descriptions of the following course units: (1) Anatomy and Basic Physiology of the Kidney; (2) Renal Physiology and Fluid and Electrolyte Balance; (3) Acute Renal Failure; (4) Chronic Renal Failure; (5) Peritoneal Dialysis; (6) CAPD; and (7) Renal Transplantation. For each unit, a lecture outline, statements of goals and objectives, and a reading list are provided. Finally, grading and course revision are discussed. (LAL)

ED 279 377 JC 870 135

Cole, Ernestine B.
Urban Community College Transfer Opportunity Program Annual Report: Second Year Continuation Project.

Miami-Dade Community Coll., FL. North Campus.
SPONS. AGENCY- Ford Foundation, New York, N.Y.
PUB DATE- Nov 86
NOTE- 68p.; Some attachments contain small print.
GRANT- 840-0930
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Affirmative Action; *College Transfer Students; Community Colleges; Higher Education; *Minority Groups; Models; Postsecondary Education; Program Descriptions; Program Effectiveness; *School Holding Power; *Transfer Programs; Two Year Colleges; Urban Education
IDENTIFIERS- Urban Community Coll Transfer Opportunities Prog

In 1984, Miami-Dade Community College (MDCC) received an Urban Community College Transer Opportunity Program (UCCTOP) grant to develop a successful transition model to encourage minority student enrollment at MDCC, North Campus, to improve minority students' success in transferring to four-year institutions, and to improve the retention rate of transfer students at four-year institutions. This report reviews the achievements of MDCC's UCCTOP project during its second year of operation, including efforts to institutionalize measures to improve minority student transfer. Following introductory material on the goals and objectives of the UCCTOP project, the report identifies activities and achievements related to each of the project's 14 major objectives for its second year. This section includes information on program evaluation through feedback from students, curriculum development, the identification of student problems, module and workshop development and delivery, test preparation, continuity models for student flow, university and high school liaison systems, project dissemination, and tracking networks. Efforts to foster a college-wide transfer strategy, problems encountered during the project, and prospects for the future are discussed next. The final section offers preliminary analyses of data on the graduation and persistence rates of UCCTOP students. Attachments include student transfer questionnaires, faculty survey results, transfer seminar evaluations, transfer course descriptions, information on the outcomes of a college survival course, articulation information, and results of an outside evaluation. (AYC)

Johanson, Doris K.
If You Take That Handicapped Child I'll Quit!
PUB DATE- Nov 86
NOTE- 12p.; Paper presented at the Annual Meeting of the National Association for the Education of Young Children (Washington, DC, November 13-16, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Administrator Role; *Day Care Centers; *Disabilities; Early Childhood Education; Guidelines; *Mainstreaming; Training; *Young Children

The Technical Assistance Program of the Society for Crippled Children of Cuyahoga County, Ohio, assists parents in finding child care in community day care programs and day care homes for their children with disabilities. The program provides staff training, on-site consultation and support, liaison with professionals that are involved with the child, and ongoing support throughout the placement. As a result, children have been mainstreamed into more than 90 center-based programs in the greater Cleveland metropolitan area and in numerous day care homes. Described in this document are ways in which day care directors can provide similar support for their staff when a child with disabilities is brought into their program. Discussion focuses on (1) self-preparation of director; (2) preparation of staff, including a staff meeting to consider mainstreaming, training, preparation of children and parents, visits by teachers to other programs attended by the child, and fostering positive attitudes; and (3) support for teachers and caregivers. (RH)

ED 279 435 PS 016 400

Peterson, Karen L.; Gustavsen, Melodie G.

Empathy in Young Children: Defining and Evaluating.
PUB DATE- 86
NOTE- 25p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Affective Behavior; Age Differences; *Children; *Cognitive Processes; Definitions; Egocentrism; *Empathy; Research Methodology; Sex Differences
IDENTIFIERS- Developmental Patterns; Theoretical Analysis

Exploring issues of content and construct validity, this paper reviews how empathy in young children has been defined and measured. Discussion first focuses on empathy viewed as an affective awareness and response to the feelings of another person. The review reports research using the Affective Situation Test, naturalistic studies of affective empathy, and gender differences in the structure of the empathic response. Subsequent discussion explores the view that empathy results from a cognitive understanding of another person's feelings or thoughts. Particular attention is given to the influence of egocentricism and decentering on children's capacity for empathy; the influence of children's verbal and cognitive limitations on the measurement of empathy; self-, normative-, and differential-judgment in young children's empathic response; and the influence of children's developing awareness of situational cues on their ability to judge emotional expression. Concluding remarks recommend a developmental framework for studying empathy which includes the ideas that (1) children are probably affectively aware of the emotions of others long before they are cognitively aware; (2) differences between empathic responses in clinical versus natural settings should be considered; and (3) because empathy and role-taking abilities increase with age, studies should be made of both preschool and school-age children and further studies should be made to ascertain how empathy may be affected by gender. (A seven-page reference list concludes the document.) (RH)

ED 279 505 SE 047 770

Conway, Lorraine
Learning about Science Graphs and Word Games. Superific Science Book V. A Good Apple Science Activity Book for Grades 5-8+.
REPORT NO.- ISBN-0-86653-029-0
PUB DATE- 81
NOTE- 53p.
AVAILABLE FROM- Good Apple, Inc., Box 299, Carthage, IL 62321-0299 (GA257; $4.95).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Educational Games; Elementary Education; *Elementary School Science; Games; *Graphs; Human Body; Intermediate Grades; Junior High Schools; Learning Activities; *Science Activities; Science Careers; Science Education; *Science Instruction; Suffixes; Tables (Data); Visual Aids
IDENTIFIERS- *Science Skills

This packet of student materials contains a variety of worksheet activities dealing with science graphs and science word games. These reproducible materials deal with: (1) bar graphs; (2) line graphs; (3) circle graphs; (4) pictographs; (5) histograms; (6) artgraphs; (7) designing your own graphs; (8) medical prefixes; (9) color prefixes; (10) scientific prefixes; (11) organ prefixes; (12) prefixes relating to the head; (13) scientific suffixes; (14) medical specialists; (15) science analogies; (16) anachronisms; and (17) animal and plant art words. An answer key is provided for all of the questions presented in the book. (TW)

Demidova, S. I.; And Others
Science and Mathematics Education in the General Secondary School in the Soviet Union. Science and Technology Education Document Series No. 21.
United Nations Educational, Scientific, and Cultural Organization, Paris (France). Div. of Science, Technical and Environmental Education.
REPORT NO.- ED-86/WS/81

PUB DATE- Jul 86
NOTE- 205p.; Drawings may not reproduce well.
AVAILABLE FROM- Unesco Press, 7 place de Fontenoy, 75700 Paris, France.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - General (140)
DESCRIPTORS- Annotated Bibliographies; *Biology; *Chemistry; Foreign Countries; Mathematics Education; National Programs; *Physics; Science and Society; *Science Curriculum; Science Education; *Science Instruction; Science Materials; Secondary Education; *Secondary School Science
IDENTIFIERS- UNESCO; *USSR

Developed as part of a document series in UNESCO's Science and Technology Education program, this volume reviews the major trends and cites the improvements in the natural science and mathematics education in the Soviet Union. Separate units are provided for the discipline areas of mathematics, physics, chemistry, and biology. These sections contain such information as: (1) the content and structure of the course; (2) recent trends; (3) the role of the course; (4) methodological features; and (5) essential knowledge areas and skills. Illustrations and an annotated bibliography follow each unit. (ML)

ED 279 536 SE 047 804

Ohlsson, Stellan
Sense and Reference in the Design of Interactive Illustrations for Rational Numbers.
Pittsburgh Univ., Pa. Learning Research and Development Center.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- 86
NOTE- 54p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Research/Technical (143)
DESCRIPTORS- *Arithmetic; Computer Graphics; Educational Research; *Educational Theories; Elementary Education; *Elementary School Mathematics; Illustrations; *Language Role; Manipulative Materials; Mathematical Vocabulary; *Mathematics Instruction; *Rational Numbers; Ratios (Mathematics); Research Tools; Symbols (Mathematics)
IDENTIFIERS- Mathematics Education Research; *Meaningful Instruction

It is a common tactic in the teaching of arithmetic to provide the learner with pictures and embodiments of various kinds. However, the pedagogy of illustrations is not well understood. Analysis of the concept of meaning in relation to arithmetic shows that full understanding of arithmetic implies intellectual possession of a number of different intellectual constructions, among them a teleological, an analytical, and a referential semantics for arithmetic. It is argued that the primary purpose of illustrations for elementary arithmetic is to clarify the semantics of the language of arithmetic. An informal analytic semantics for rational number concepts is presented, revealing a rather complex system of concepts. Construction of a referential semantics for the concept of ratio leads to the conjecture that illustrations for rational numbers are necessarily incomplete in the sense that they can, in principle, only illustrate some aspects of rational numbers but not others. The results of these analyses are summarized in a prescriptive theory of illustration design. (Author)

ED 279 553 SE 047 834

Grade 6 Science. Student Achievement Testing Program. 1985-86 School Year = Sciences 6e Annee. Programme de tests de Rendement. Annee scolaire 1985-86.

Alberta Dept. of Education, Edmonton.

PUB DATE- Sep 85

NOTE- 44p.; For June 1986 tests see ED 273 471.

LANGUAGE- English; French

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Tests, Questionnaires, Evaluation Instruments (160) Other/Miscellaneous (Not Classifiable Elsewhere) (999)

DESCRIPTORS- *Academic Achievement; Elementary Education; *Elementary School Science; Foreign Countries; *Grade 6; Science Education; *Science Tests; *Testing Programs; Test Items; *Test Manuals

IDENTIFIERS- *Alberta

This bulletin provides a general description of Alberta's Grade 6 Science Achievement Test which was taken in June 1986. Discussed in this document are: (1) the purpose of the testing program; (2) the nature of the program; (3) students tested (addressing concerns related to exceptions and instruction); (4) administrative regulations; (5) reporting procedures; (6) test content; (7) distribution and percent emphasis of the questions; and (8) sample questions with an answer key and cognitive level identification. The appendix consists of an explanation of the cognitive levels of knowledge, application, and understanding. (ML)

ED 279 162 FL 016 464

Bastardas, Albert
The Relation between Linguistic Context, Behaviour and Competence: The Second Generation of Castilian-Speaking Immigrants in Non-Metropolitan Catalonia.
Laval Univ., Quebec (Quebec). International Center for Research on Bilingualism.
PUB DATE- 86
NOTE- 144p.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Acculturation; Adolescents; *Bilingualism; Community Size; Correlation; Educational Background; Foreign Countries; *Immigrants; Interference (Language); *Language Fluency; Language Patterns; Language Research; Language Usage; Population Distribution; Regional Dialects; Sociocultural Patterns; *Spanish Speaking
IDENTIFIERS- Catalan; *Spain (Catalonia); *Spanish (Castilian)

A study of the process of bilingualization of second-generation immigrants to Catalonia, a region of Spain, is described and summarized. The study looks at the interrelationships between (1) linguistic context, all sources of messages in natural speech; (2) linguistic behavior, the real communicative use the individual makes of his expressive faculties in the language; and (3) linguistic competence, the combination of knowledge and capacity allowing the individual to understand and utter messages in the language. These variables are examined as they relate to the acquisition of Catalan by Castilian-speaking immigrants' children. The report begins with a general geographic and demographic background and a description of the study's design. The second chapter presents information on the demography and the three linguistic variables examined in the town under study. The third and fourth chapters present analyses of the relationships between the three variables. The fifth chapter outlines the study's conclusions and observations. A bibliography, the data-collection instruments, notes on oral and written responses to the tests used, and extensive statistical tables are appended. (MSE)

ED 279 178 FL 016 486

Jacobson, Sven
Are Terminologies Semantically Uninteresting?
PUB DATE- 84
NOTE- 12p.; In: Ringbom, Hakan, Ed.; Rissanen, Matti, Ed. Proceedings from the Nordic Conference for English Studies (2nd, Hanasaari/Hanaholmen, Finland, May 19-21, 1983); see FL 016 498.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Classification; Culture; Definitions; *Descriptive Linguistics; Difficulty Level; *English; Geography; *Lexicology; Linguistic Theory; Meteorology; Organizations (Groups); Philosophy; Physics; Psychology; Sciences; *Semantics; Sociology; Structural Analysis (Linguistics); Technology; *Vocabulary
IDENTIFIERS- Connotations; Homonyms; Markedness; Scouting; Synonyms

Some semanticists have argued that technical vocabulary or terminology is extralinguistic and therefore semantically uninteresting. However, no boundary exists in linguistic reality between terminology and ordinary vocabulary. Rather, terminologies and ordinary language exist on a continuum, and terminology is therefore a legitimate field for structural investigation. Evidence for this is found in semantic phenomena (markedness, synonymy, homonymy, and polysemy) in a variety of terminologies (subjects), including Scouting, linguistics, psychology, sociology, philosophy, physics, technology, geography, and meteorology. Terminology offers much for the linguist to analyze and classify, and it is appropriate that linguists participate actively in discussions of the introduction or change of terms in areas of science and culture. (MSE)

ED 279 208 FL 016 525

Rosseel, Eddy, Ed.
La Langue francaise dans les pays du Benelux: besoins et exigences (The French Language in Benelux: Needs and Requirements). Colloquium of the International Association for the Research and Diffusion of Audiovisual and Structuro-Global Methods (12th, Brussells, Belgium, February 28-29, 1980).
Association Internationale pour la Recherche et la Diffusion des Methodes Audio-visuelles et Structuro-globales, Ghent (Belgium).
PUB DATE- 82
NOTE- 127p.
LANGUAGE- French
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Collected Works - Proceedings (021)
DESCRIPTORS- Dutch; Foreign Countries; *French; *Geographic Distribution; Geographic Regions; German; Government Role; *Language Maintenance; *Language Role; Regional Cooperation; Socioeconomic Influences; Trend Analysis; Uncommonly Taught Languages
IDENTIFIERS- Belgium; Luxembourg; Netherlands

The proceedings of a colloquium examining the status of French in Benelux (Belgium, the Netherlands, and Luxembourg) begin with an overview of the issues concerning the role of French in this multilingual, regional, cooperative union and a brief look at the future of French in the contemporary world. Discussions of the status of French in the six subregions of Benelux (Brussels, the Grand Duchy of Luxembourg, the Netherlands, Flanders, Wallonia, and the Eastern Cantons) follow. These discussions focus on significant sociopolitical, industrial, and linguistic factors, as well as influences on language use and maintenance. The proceedings conclude with a call for firm policy and action on behalf of the French language on the part of the participating jurisdictions. (MSE

ED 279 294 IR 012 530

Videotex. CET Information Sheet No. 10.
Council for Educational Technology, London (England).
PUB DATE- Jun 85
NOTE- 13p.
AVAILABLE FROM- Council for Educational Technology, 3 Devonshire Street, London W1N 2BA, England.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Broadcast Television; *Computer Assisted Instruction; Computers; Computer Software; Costs; Developed Nations; *Display Systems; Elementary Secondary Education; Foreign Countries; Higher Education; Interaction; Microcomputers; Minicomputers; Telecommunications; *Videotex
IDENTIFIERS- Prestel; United Kingdom

This overview of videotex covers three types of systems--teletext, viewdata, and cabletext. Teletext, which stores information as a series of pages which are broadcast along with television pictures for viewing on specially adapted television screens, is characterized as journalistic, and the offerings of three British systems--CEEFAX (BBC), ORACLE (ITV), and 4-TEL (C4)--are described. The offerings of viewdata, best known in the United Kingdom as PRESTEL, are also described, with emphasis on the interactive nature of the technology. Applications of viewdata, which uses telephone lines and modems to deliver information, are also briefly described, including electronic mail and bulletin boards, a gateway system for linking user terminals, and teletransactions such as banking and shopping. The costs of both teletext and viewdata are discussed. A brief description of cabletext, a hybrid technology which is not yet fully developed, focuses on its potential impact on other videotext systems. Discussions of the educational role of

videotex cover three types of applications: as suppliers of information, as components in teaching about information technology, and as microviewdata and teletext emulation software for DIY ("do-it-yourself") videotex running on a stand-alone microcomputer. A glossary and a 19-item reading list are provided. (DJR)

PS

ED 279 392 PS 015 955

Halpern, Robert; Myers, Robert
Effects of Early Childhood Intervention on Primary School Progress and Performance in the Developing Countries.
High/Scope Educational Research Foundation, Ypsilanti, Mich.
SPONS. AGENCY- Agency for International Development (IDCA), Washington, DC.
PUB DATE- Apr 85
NOTE- 39p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Adult Development; *Developing Nations; *Early Childhood Education; Educational Improvement; *Elementary School Students; Institutional Characteristics; *Intervention; *Outcomes of Education; *Poverty; Primary Education; Student Characteristics
IDENTIFIERS- Latin America

This paper reviews evidence of the effects of early childhood intervention programs on primary school progress and performance of children from poor families in developing nations. The paper begins with a discussion of the logic underlying investment in early intervention, based on the situation of children, the nature of the typical primary school experience, and the value of completing a primary education. Subsequent discussion examines evidence from the United States that demonstrates some long-term effects of early interventions, and explores the generalizability of the evidence to the developing countries. Finally, data are reviewed which were obtained from early intervention program evaluations in developing countries, especially Latin America, and policy suggestions are set out which are geared toward establishing a sound program of investment in early childhood care and development. The review of evidence from the developing countries represents a first attempt at drawing defendable generalizations about the effectiveness of early childhood interventions in enhancing children's school careers in these nations. (Author/RH)

ED 279 420 PS 016 372

Mississippi Kindergarten Curriculum Skills.
Mississippi State Dept. of Education, Jackson. Bureau of School Improvement.
PUB DATE- Jan 87
NOTE- 25p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Basic Skills; *Elementary School Curriculum; *Kindergarten; Primary Education; *State Programs
IDENTIFIERS- *Mississippi

Skills are listed that are to be introduced at the kindergarten level in Mississippi's schools. The list includes skills in the following areas: reading, English/language arts, accelerated English, mathematics, art, computer education, foreign language, health, physical education, music, oral communication, science, and social studies. Skills to be mastered at the kindergarten level are marked with an X. Those so marked are additionally coded with a C if they are core skills and with an * if they are Basic Skills Assessment Program items. If no code precedes the listed skill, its inclusion in teachers' kindergarten instructional management plan is optional. (RH)

Clark, Jane
How the Budget Cuts Undercut Rural Women.
Rural American Women, Inc., Washington, D.C.
SPONS. AGENCY- National Education Association, Washington, D.C.
PUB DATE- Oct 82
NOTE- 36p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Agriculture; Block Grants; *Budgeting; Community Development; Economically Disadvantaged; Employment; Energy; Environment; Females; Health; Housing; Migrant Workers; Minority Groups; Older Adults; *Retrenchment; Rural Education
IDENTIFIERS- *Federal Budget; Impact; *Rural Women

This study describes the status of 34 million rural women and analyzes how they and their families will be directly affected by cuts in the 1983 federal budget in the areas of legal services, vocational education, domestic violence intervention, energy assistance and alternative energy development, public housing, unemployment compensation, social security benefits, public transportation, farm loans, child care, and civil rights enforcement. Described are impacts of tighter Farmer's Home Administration loan policies; elimination of Comprehensive Employment and Training Administration jobs; Volunteers in Service to America cutbacks and possible termination; higher education reductions in Guaranteed Student Loan Program, Pell Grants, and work-study program jobs; elementary education retrenchment reducing teacher and classroom aide jobs; and elimination of Women's Educational Equity Act funds which support development of teaching methods/materials promoting equal public education and compliance with federal anti-discrimination regulations. Other program cuts will affect the Low-Income Energy Assistance Program; Aid to Families with Dependent Children; Women, Infants, and Children program; Medicare; Medicaid; and Food Stamps. Separate sections outline program cuts which will adversely affect minority women, the poor, elderly women, and migrant farmworkers. A final section describes the consolidation of 57 separate programs into 9 block grants and their potential impact on the poor. (NEC)

Miller, James P.
Recent Contributions of Small Businesses and Corporations to Rural Job Creation.
Economic Research Service (DOA), Washington, DC. Agriculture and Rural Economics Div.
REPORT NO.- AGES861212
PUB DATE- Feb 87
NOTE- 13p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Community Benefits; Comparative Analysis; Decision Making; *Economic Factors; Employment; Entrepreneurship; *Job Development; Organization Size (Groups); Risk; Rural Areas; *Rural Development; Rural Economics; Rural Urban Differences; *Small Businesses
IDENTIFIERS- *Corporations; Counties; *Economic Impact

Independent (single-establishment) businesses with fewer than 100 employees accounted for 31% of the net increase in private nonfarm jobs in nonmetropolitan areas between 1976 and 1980, when the nation's employment was expanding rapidly. Those independent businesses which were in operation less than 5 years in 1980 created jobs at a net rate of 76%. Multi-establishment firms (corporations) accounted for about 68% of the net increase in nonmetropolitan jobs during 1976-80. Small corporations created almost 14% of the new jobs and large corporations (those with 100 or more employees) created 54%. The contribution of small businesses to rural employment growth may well be different during a period of rapid employment growth, such as 1976-1980, than during a period of sluggish growth which has occurred since 1980. Local planners should consider the advantages and disadvantages of both small businesses and affiliates of large corporations. Large corporations offer the potential for creating many new jobs in a single stroke, but the shutdown of a large branch plant can devastate a small rural community. The creation of small local businesses can help rural communities expand employment, but their failure rate is somewhat higher than for established businesses. (Author/JHZ)

ED 279 194 FL 016 502

Irujo, Suzanne
Steering Clear: Avoidance in the Production of Idioms.
PUB DATE- Mar 86
NOTE- 22p.; Paper presented at the Annual Meeting of the Teachers of English to Speakers of Other Languages (Anaheim, CA, March 3-6, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Bilingual Students; *Code Switching (Language); Communication Skills; Correlation; *English (Second Language); Expressive Language; *Idioms; Interference (Language); *Language Fluency; *Language Usage; Second Language Learning; Semantics; Spanish Speaking; Translation
IDENTIFIERS- *Avoidance Behavior; Paraphrase

A study of advanced English learners' use or avoidance of English idioms is described. The investigation looked at whether the subjects would attempt to use English idioms in a translation task containing idioms, or would instead use non-idiomatic synonyms or paraphrase. It also looked at which idioms are used and which are avoided: those that are identical to idioms in the first language, those that are different, those that are commonly used, or those that are semantically transparent. The subjects were 12 bilingual Spanish/English speakers who had learned English as a second language as adults but whose conversation showed very few grammatical or lexical errors. The results showed that the best-known English idioms were the ones with identical Spanish equivalents, and the least known were totally different in the two languages. There was no correlation between idioms produced the most and frequency of general use. Semantic transparency appears not to be as important as similarity to a first-language idiom. The study does not measure the use of the idioms in normal conversation, cannot measure the number of idioms known or unknown, and does not distinguish between true avoidance representing choice of usage and apparent avoidance due to lack of knowledge. The relationship of avoidance and communication strategies and the study's implications for teaching idioms are also discussed. (MSE)

ED 279 251 HE 020 086

Fernandez, Celestino
Training of Graduate Teaching Assistants: A Case Study.
PUB DATE- Jan 86
NOTE- 15p.; Paper presented at the Regional Conference on University Teaching (2nd, Las Cruces, NM, January 8-10, 1986). For complete proceedings, see ED 276 328.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Case Studies; *College Instruction; *Communication Skills; Departments; Foreign Students; *Graduate Students; Higher Education; *Skill Development; Supervision; *Teaching Assistants; Teaching Experience; *Teaching Skills
IDENTIFIERS- *University of Arizona

Efforts by departments at the University of Arizona to prepare graduate students for teaching are described, along with a university plan for the training of graduate teaching assistants. Although most departments provide some type of training for graduate teaching assistants, training and supervision are uneven and undeveloped, except in a few cases. The time devoted to this activity ranges from 2 hours to a full academic year, including mandatory enrollment in courses focusing on teaching specific subject matter. While most departments never or rarely employ foreign students as teaching assistants, there is no university-wide evaluation of spoken English for foreign students. The university's plan requires that all graduate teaching assistants receive training before being assigned teaching responsibilities. Foreign students will be required to take the Test of Spoken English and to participate in a workshop that focuses on comprehensibility, cultural awareness, and teaching strategies. A form will also be used by departments to assess the teaching performance of teaching assistants. (SW)

ED 279 350 IR 051 874

Griffiths, Jose-Marie; And Others
Diffusion of Innovations in Library and Information Science. Final Report.
King Research, Inc., Rockville, Md.; NETWORK, Inc., Andover, MA.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Nov 86
NOTE- 430p.
CONTRACT- 300-83-0243
LANGUAGE- English
EDRS Price - MF01/PC18 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Adoption (Ideas); Annotated Bibliographies; *Bibliographic Utilities; Case Studies; *Diffusion (Communication); *Information Dissemination; Information Science; *Innovation; Models; *Online Searching; Public Libraries; Questionnaires; Research Libraries; Special Libraries
IDENTIFIERS- *Diffusion Networks; Output Performance Measures

This study examined four aspects of the diffusion of innovations i library and information services: (1) when and why innovation occurs in the library and information field; (2) what linkages (communication channels) exist that result in a flow (dissemination) of information; (3) what model(s) and methods have been effective in the diffusion process; and (4) what options and recommendations are needed to develop a plan for diffusion networks for library innovation. The development of a model is described; the status and prospects of innovation in the 1980s are considered and selected innovations in bibliographic utilities, online searching, and output performance measures over time are traced; and 54 individual case studies of the adoption and use of innovations at 18 academic, public, and special libraries are analyzed. Finally, 11 hypothesis clusters of special interest in understanding the diffusion process are presented, and their implications for the development of a diffusion network are considered. Appendices include the data collection instruments, a 62-item annotated bibliography and a longer full bibliography, and a summary of each of the case studies. (KM)

ED 279 364 JC 870 112

Smith, Lori
Pathophysiology 220.
PUB DATE- 8 Mar 87
NOTE- 68p.; Graduate seminar paper, University of California, Los Angeles.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Course Content; Course Descriptions; Course Evaluation; *Course Objectives; Course Organization; Diseases; Higher Education; Nurses; *Nursing Education; *Pathology; *Physiology; Theories

A description is provided of a course, "Pathophysiology 220," designed to provide junior nursing students at the University of Michigan's School of Nursing with theoretical knowledge of a broad range of pathophysiological conditions. Section I discusses the place of the course in the curriculum, the allotment of class time, course requirements, and the target student population. After section II provides a glossary of terms relevant to the course, section III discusses course content in terms of major course goals, long-range objectives, and units of instruction, and section IV lists instructional materials for the course. Section V describes the organization of each of the following units: (1) Alterations in Cell Structure and Function; (2) Alterations in Oxygenation of Tissues; (3) Alterations in Composition and Regulation of Body Fluids; (4) Alterations in Geniturinary Function; (5) Alterations in Endocrine Function, Metabolism and Nutrition; and (6) Alteration in Neuromuscular Function. Descriptive information, major concepts, goals and specific objectives, planned activities, assessment criteria and sample test items are presented for each unit. The final sections cover evaluation, including grading information and procedures for revising the course; estimates of the number of students expected to achieve the objectives; and references. (LAL)

ED 279 475 RC 016 147

Lawless, Ken
Cooling Down the Melting Pot: Bilingualism and Multiculturalism. Harvesting the Harvesters. Book 10.
State Univ. of New York, Potsdam. Coll. at Potsdam.
SPONS. AGENCY- Department of Education, Washington, DC.; New York State Education Dept., Albany. Bureau of Migrant Education.
PUB DATE- Oct 86
NOTE- 17p.; For related documents, see RC 016 138-146. Photographs may not reproduce clearly.
AVAILABLE FROM- School of Professional Studies, Potsdam College, Potsdam, NY 13676.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Biculturalism; *Bilingual Education; *Bilingualism; Correspondence Study; Cultural Differences; Educational Needs; Elementary Secondary Education; Language Proficiency; Limited English Speaking; *Migrant Children; *Migrant Education; Politics of Education; Public Opinion; *Teacher Education; Teaching Methods; Units of Study
IDENTIFIERS- Melting Pot; Migrant Educators National Training OutReach

The tenth of a series of 10 study units for a Migrant Educators' National Training OutReach (MENTOR) correspondence course discusses issues of bilingualism and multiculturalism as they relate to migrant students. Designed for use in preservice or inservice teacher education, the unit explores the metaphor and myth of the Melting Pot, legal and political dimensions of bilingualism and dual cultures, and definitions of bilingualism and limited English proficiency. It relates to migrant education the language development theory of James Cummins that there are two levels of language proficiency--one, involving use of language in social settings, informal situations, and with friends; the other, the language required by academic exercises and restricted to classrooms--and suggests ways to incorporate this theory into migrant education curriculum. Excerpts from books and research reports: illustrate creative bilingual programs, ethnic diversity, and class strife; encourage respect for cultural identities of all students; and offer perspectives on national policy issues concerning migrants. A 46-item list of readings and other resources and a list of state offices of migrant education are included. (LFL)

ED 279 489 SE 047 750

Lowe, N. K., Ed.
Low Cost Equipment for Science and Technology Education. Volume II. A Resource Document on Low Cost Equipment That You Can Make and Use.
United Nations Educational, Scientific, and Cultural Organization, Paris (France). Div. of Science, Technical and Environmental Education.
REPORT NO.- ED-86/WS/II0
PUB DATE- 86
NOTE- 218p.; For Volume I see ED 267 990.
AVAILABLE FROM- Unesco Press, 7 place de Fontenoy, Paris 75700, France.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reference Materials - General (130)
DESCRIPTORS- *Biological Sciences; *Earth Science; Elementary Secondary Education; Higher Education; Measurement Equipment; *Physical Sciences; Science Education; *Science Equipment; Science Materials; Technical Education; Technology
IDENTIFIERS- *UNESCO

This second resource document on low-cost equipment contains designs of equipment for science and technology education using inexpensive materials. Part one contains 46 items suitable for construction in a school whereas part two consists of 20 designs

which are more suitable for construction by a school with a well-equipped workshop and trained technical teachers. Each entry includes: (1) name of item; (2) purpose; (3) source of the information; (4) line drawing of prototype; (5) list of low-cost materials needed; (6) construction details; (7) method of use; and (8) additional comments when applicable. (ML)

ED 279 521 SE 047 788

The Balance of Lifekind: An Introduction to the Notion of Human Environment. Environmental Education Series 18.

United Nations Educational, Scientific, and Cultural Organization, Paris (France). Div. of Science, Technical and Environmental Education.

REPORT NO.- ED-86-WS-52
PUB DATE- 86
NOTE- 30p.
AVAILABLE FROM- Unesco Press, 7 place de Fontenoy, 75700 Paris, France.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Cultural Context; Ecology; *Environmental Education; Environmental Influences; Global Approach; Human Geography; Interdisciplinary Approach; *Learning Activities; *Learning Modules; Science Education; *Science Instruction; *Secondary School Science; *Social Studies; Teaching Methods; Values Clarification
IDENTIFIERS- Environmental Education Programs

Based upon the notion that the study of the environment should include attempts to articulate concepts related to the natural, social and cultural dimensions of the human environment, this learning module was developed for Unesco's International Environmental Education Programme. It is intended for use at the secondary school level and contains sections written specifically for the teacher and the student. The information provided for the teacher is based on the interrelationships of 14 environmental concepts. The concepts deal with: (1) the balance of "lifekind"; (2) the human environment; (3) the global environmental system (or biosphere); (4) ecosystems; (5) human systems; (6) energy; (7) food; (8) agriculture; (9) evolution (and adaptation); (10) culture; (11) population; (12) community; (13) interactions (and feedback systems); and (14) values. A proposed network and sequence of activities are presented, along with a set of questions designed to be used in evaluation. The student section of the module elaborates on each of the 14 concepts, providing information and learning activities. Annotated bibliographies follow both the teacher and student sections of the module. (TW)

ED 279 237 HE 020 070

Continuing Education and Cultural Activities of the University of British Columbia, 1985-1986. A Report to the President, the Senate, and the Board of Governors, September 1, 1985-August 31, 1986.

British Columbia Univ., Vancouver.

PUB DATE- 86
NOTE- 60p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Students; Annual Reports; *College Programs; *Community Education; *Continuing Education; *Cultural Activities; Foreign Countries; Higher Education; *Outreach Programs; *Professional Continuing Education; School Community Relationship
IDENTIFIERS- *University of British Columbia (Canada)

Noncredit continuing education activities of the University of British Columbia are reported for 1985-1986. For various faculties, schools, and departments, information is provided on objectives of the sponsoring unit, progress toward achieving objectives, types of offerings and enrollments, and staff members. Information is presented on: the Centre for Continuing Education; Division of Continuing Education in the Health Sciences; Professional Programs at the Faculty of Commerce and Business Administration; Professional Continuing Education Programs of the School of Social Work, the Faculty of Agricultural Sciences, and the Faculty of Education; School of Physical Education and Recreation community sport services for adults; exhibits and programs for the Museum of Anthropology; Botanical Garden, free public lectures and educational offerings, exhibits and public information services; scientific and art exhibits; public concerts and theater performances; meetings of learned and professional societies; province-wide continuing education services; and the university's speakers bureau. Enrollments in seven of the continuing education and professional continuing education programs for 1985-1986 are reported. (SW)

ED 279 280 HE 020 127

On Campus with Women. Fall 1986 and Winter 1987.

Association of American Colleges, Washington, D.C. Project on the Status and Education of Women.

PUB DATE- 87
NOTE- 24p.
AVAILABLE FROM- Project on the Status and Education of Women, Association of American Colleges, 1818 R Street, N.W., Washington, DC 20009.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Affirmative Action; College Faculty; College Students; Court Litigation; *Employment Practices; *Females; Foreign Countries; Higher Education; Minority Groups; Nontraditional Occupations; Personnel Policy; Salaries; Sex Discrimination; *Sexual Harassment; Women Faculty; *Womens Education; *Womens Studies

Developments in education, employment, and the courts concerning the status of women are covered in two newsletter issues. Topics include the following: the struggle for sex equity in higher education for women faculty; differences in pay for men and women workers; different treatment of men and women students in the classroom; the decline of women's colleges; women's studies programs and the integration of women's studies into the college curriculum; men's studies programs; reentry and older women students; sexual harassment of female staff and students; campus acquaintance rape, date rape, and rape prevention; pornography on campus; concerns and problems of Black and Mexican American women students; low-cost filmstrips on minority women; nontraditional careers; new publications on women in Asia and the Pacific; a teaching kit to broaden the secondary school and college curriculum to include information on the status of women from around the world; and resource publications. (SW)

ED 279 322 IR 051 792

Volunteers in Network Libraries: A Manual of Procedures.
Library of Congress, Washington, D.C. National Library Service for the Blind and Physically Handicapped.

PUB DATE- 86
NOTE- 108p.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Library Networks; Motivation Techniques; Occupational Information; Program Administration; *Program Development; Program Evaluation; Program Guides; Recognition (Achievement); Recruitment; *Training Methods; *Volunteers; *Volunteer Training

These guidelines for organizing and running a volunteer program in a network library were compiled from a variety of sources, including the 1980 National Library Service (NLS) evaluation of volunteer use, letters from network librarians, analysis of library newsletters, surveys, and personal interviews. Topics are covered under the following titles: (1) Planning Your Program (Evaluation of the Library's Needs, Organizational Preparation, Operational Planning, and Volunteer Handbook); (2) Recruiting (Planning Recruitment, Recruiting, and Dealing with Success); (3) Placement and Orientation (Interviewing and Placing, Orientation Planning, Staff Orientation, and Volunteer Orientation); (4) Training (The Training Plan, Structuring the Training Sessions, Training Staff Supervisors, Training Volunteers, and a Bibliography of Training Materials Available from NLS); (5) Management (The Management Plan, Steps for Successful Management, Management Guidelines, and a Bibliography of Management Materials Available from NLS); (6) Motivation; (7) Recognition (Expressing the Library's Gratitude, Volunteer Recognition, Staff Recognition, and You Are Responsible for Morale); and (8) Evaluation (The Challenge of Evaluation, Evaluation Planning, Evaluating Volunteers, and Evaluating the Program). A bibliography on volunteerism and sample job descriptions for a volunteer coordinator and seven volunteer jobs are appended. (KM)

ED 279 554 SE 047 835

Grade 12 Diploma Examination: Mathematics 30. January 1987 = Examen en vue du Diplome Douzieme Annee: Mathematiques 30. Janvier 1987.

Alberta Dept. of Education, Edmonton.

PUB DATE- Jan 87

NOTE- 49p.; For June 1986 examination see ED 273 478.

LANGUAGE- English; French

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Tests, Questionnaires, Evaluation Instruments (160) Other/Miscellaneous (Not Classifiable Elsewhere) (999)

DESCRIPTORS- Algebra; Foreign Countries; Grade 12; *Mathematics Achievement; *Mathematics Instruction; *Mathematics Tests; Problem Solving; Secondary Education; *Secondary School Mathematics; *Test Items; Trigonometry

IDENTIFIERS- *Alberta

This is the final test for students in the twelfth-grade course Mathematics 30, offered in schools in Alberta, Canada. Intended for administration in January 1987, it is available in both English and French. It contains 52 multiple-choice questions and 3 written-response problems, with 2.5 hours allowed for completion. Approved calculators may be used. Scoring is done by the provincial education department. (MNS)

Johannesson, Nils-Lennart
"A Wholly Breath-Taking Change of Substance Effected by a Form of Words": An Anatomy of Secular, Doctrinal and Supernatural Illocutionary Acts.
PUB DATE- 84
NOTE- 14p.; In: Ringbom, Hakan, Ed.; Rissanen, Matti, Ed. Proceedings from the Nordic Conference for English Studies (2nd, Hanasaari/Hanaholmen, Finland, May 19-21, 1983); see FL 016 498.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Classification; Descriptive Linguistics; *European History; Language Patterns; Language Role; Language Styles; *Linguistic Theory; Literary Styles; *Literature Appreciation; Persuasive Discourse; *Religion; Rhetoric; Sentence Structure; *Speech Acts
IDENTIFIERS- Declarative Forms (Language); *Searle (John)

John Searle's treatment of declarations in his (1976) classification of speech acts is examined. Some acts that are classified as declarations by that theorist, especially certain ones relating to religious rituals and literary usage, do not fit the definition of that class and should be reclassified, either in another one of Searle's classes (representatives) or in a new class (spells). The declarations and representatives classes are studied and compared, and the classification of spells is introduced. The spells class provides distinctions necessary to the understanding of some important issues in European history and to the analysis of certain literary works. The speech acts in question include use of "confess, excommunicate, and forgive." (MSE)

ED 279 223 HE 020 018

Gilmartin, Kevin J.

Development of a Longitudinal File of Financial, Faculty, Enrollment, and Institutional Characteristics Data.

American Institutes for Research in the Behavioral Sciences, Palo Alto, Calif.

SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
PUB DATE- Aug 80
NOTE- 125p.; Statistical Analysis Group in Education Report.
CONTRACT- 300-78-0150
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *College Faculty; *Databases; *Documentation; *Educational Finance; *Enrollment Trends; Evaluation Criteria; Higher Education; Information Sources; *Institutional Characteristics; National Surveys; Questionnaires
IDENTIFIERS- Financial Indicators; *Higher Education General Information Survey

The content and format decisions and the data sources that were used to construct a longitudinal file of the characteristics of U.S. colleges and universities for academic years 1974-1975 through 1977-1978 are described, and forms and record layouts are provided, including data element descriptions. The file contains selected statistics extracted from the Higher Education General Information Survey (HEGIS) financial surveys plus certain criterion measures to validate the financial health indicators. The scope has broadened until 16 data sources were merged to describe the changes over time of the financial and nonfinancial conditions of colleges and universities. The file is intended to help researchers and policymakers develop and monitor financial health indicators. The file is easier to use than the original data sources because (1) statistics from many separate files have been aggregated into a single record for each institution; (2) the cumbersome design of the HEGIS files has been eliminated; and (3) statistics have been added for institutions that merged. Extensive documentation of the database is presented. (SW)

Formula for Excellence: Financing Georgia's University System in the '80s. Final Report of the Study Committee on Public Higher Education Finance.

University System of Georgia, Atlanta.

PUB DATE- Sep 82
NOTE- 44p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Access to Education; Ancillary School Services; Blue Ribbon Commissions; Budgets; College Instruction; Declining Enrollment; Educational Finance; *Educational Quality; Evaluation Criteria; Fees; *Financial Policy; Higher Education; *Money Management; Operating Expenses; Public Policy; Public Service; *State Aid; *State Colleges; *Statewide Planning; Student Personnel Services; Tuition
IDENTIFIERS- *Georgia

The final report of the Study Committee on Public Higher Education Finance in Georgia is presented. An introductory section reviews factors that influence the need for funding for colleges, including demographic trends, economic trends, broad educational trends, and the situation of the Georgia University System. The Committee's recommendations concern funding of the university system, including who should pay, how much funding is needed, how to calculate funding requirements, and how to create financial incentives to provide a quality university system. Specific recommendations concern: a tuition and fee policy, budget lapse, indirect cost recovery, cost savings opportunities, declining enrollment, adequacy of funding for the university system, and student access to higher education. Proposals are made for an overall funding system, including mathematical formula components, provisions for responding to funding needs outside the formula, and a series of operating procedures. The formula has categories for instruction and research, public service, academic support, student services and institutional support, and plant operation and maintenance. Tables and figures are provided. (SW)

ED 279 308 IR 012 548

Peterson, Valery; And Others

Primary Keyboarding Curriculum.

Bernardsville Public School System, NJ.
PUB DATE- Apr 85
NOTE- 7p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Instructional Materials; *Keyboarding (Data Entry); *Microcomputers; Primary Education; Program Descriptions; *Program Implementation; *Skill Development; Student Motivation; *Teaching Methods; *Visual Aids

Beginning with a rationale for implementing a primary grade keyboarding course, this paper describes the implementation of such a course at the Bernardsville (New Jersey) Elementary School. The methods and procedures discussed include the essential concepts to consider when teaching keyboarding and the materials necessary to implement the program. It is suggested that the program begin in kindergarten with a particular sequence of instruction, and the instructional activities are described: (1) the introduction of a personal computer and its components, with emphasis on the keyboard; (2) the use of laminated copies of the keyboard that are color coded to represent the fingers used on the home row keys; and (3) the use of four colors of fingernail polish to match the fingers to the appropriate home key positions. It is pointed out that once the color-key correspondence is mastered, the letter-key correspondence can be introduced using the same method, and then practice on real keyboards can begin. Other teaching methods for keyboarding practice that are described include the use of posters and floor keyboards to reinforce home row key placement, and blindfolds for motivating students. Ways of evaluating student progress are also suggested and an example of a practice exercise is included. (DJR)

ED 279 336 IR 051 807

Miller, Michael S., Ed.
Legal Information Resources: A Guide for Maryland Libraries.
Maryland Library Association, Baltimore.
PUB DATE- Jun 84

NOTE- 40p.; Guide prepared for the Joint Task Force on Improving Access to Law in Libraries.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050) Reference Materials - General (130)
DESCRIPTORS- Annotated Bibliographies; *Federal Legislation; *Laws; *Library Role; Public Libraries; Reference Materials; *Reference Services; Referral; *Resource Materials; *State Legislation; User Needs (Information)
IDENTIFIERS- *Legal Information; Legal Reference Materials; Maryland

This guidebook and annotated bibliography is designed to provide a basic listing of sources of state (Maryland), federal, and some general law for the non-law library community, and to offer some insight into the suggested approaches for dealing with legal reference inquiries. Listings of contributors and members of the Task Force on Improving Access to Law in Libraries are provided, and a general discussion of the legal reference process considers the role of the reference librarian in dealing with legal inquiries. The annotated bibliography includes primary sources of Maryland law, secondary sources of Maryland law, primary sources of federal law, and general law indices and reference titles. Additional material includes a table of governmental entities and their work by product, a sources chart for Maryland law questions, a discussion of the formats for updating legal materials, a listing of telephone referrals, and a checklist of publishers. The task force is a joint committee of the Law Library of Maryland and the Maryland Library Association. (KM)

ED 279 378 JC 870 137

McGrath, Dennis
Transfer Opportunities Program: Community College of Philadelphia.
Philadelphia Community Coll., Pa.
SPONS. AGENCY- Ford Foundation, New York, N.Y.
PUB DATE- 30 Mar 87
NOTE- 8p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Articulation (Education); College Transfer Students; Community Colleges; *Curriculum Development; *Faculty Development; *Interdisciplinary Approach; *Literacy; Minority Groups; *Transfer Programs; Two Year Colleges; Two Year College Students; *Urban Education
IDENTIFIERS- *Urban Community Coll Transfer Opportunities Prog

The Transfer Opportunities Program (TOP) at the Community College of Philadelphia (CCP) has focused primarily on faculty development and curriculum design as the essential elements in improving the transfer prospects of students. Extensive faculty development activities were undertaken to forge collegial agreements about standards of literacy and appropriate pedagogical activities, coupled with efforts to design a two-year, integrated, interdisciplinary curriculum centered on language use. Other TOP activities included the following: (1) the full-time foundation-year curriculum was modified to accommodate part-time students; (2) counseling staff have been included as active teaching members of each interdisciplinary instructional team; (3) a series of in-service workshops on the "Critical Literacy" issue were conducted to gain comparability in the way faculty dealt with student language use; and (4) selected faculty designed and conducted professional development seminars on such topics as "Styles of Interpretation of Classical and Medieval Literature" and "Black American Women's Narrative." (EJV)

ED 279 406 PS 016 343

Benedict, Marilyn G.
An Annotated Bibliography of the Literature Dealing with Grouping Pupils by Ability in Elementary Classes.
PUB DATE- 86
NOTE- 45p.; Course requirement, Indiana University at South Bend.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Ability Grouping; *Academic Achievement; Annotated Bibliographies; *Educational Practices; Elementary Education; *Emotional Development; Literature Reviews; *Outcomes of Education

Intended for teachers and administrators, this document provides an annotated bibliography of research since 1960 that deals with effects of grouping elementary school students, below the junior high level, according to their ability. The 34 annotations are arranged in three categories: research concerned with the effects of ability grouping on students' (1) academic achievement, (2) affective development, and (3) academic achievement and affective development. Within each category, studies focusing on interclass ability grouping are presented first; studies dealing with intraclass grouping second. The majority of the studies concern interclass ability grouping. Since intraclass ability grouping, especially in reading, is so widespread in American elementary classrooms, representative reading studies are included. Findings are summarized in a five-page discussion. The research indicated that high-ability groups benefit and low-ability groups are hindered by interclass ability grouping. Most researchers concluded that interclass ability grouping is a questionable instructional practice. Researchers supported intraclass ability grouping, but identified potential negative effects on learning outcomes. Findings regarding effects of within-class ability grouping on students' affective development were inconclusive. (RH)

ED 279 421 PS 016 374

Moncada, Corinna
Report to the State Board of Education: Full-Day, Daily Kindergarten.
Presented to: Minnesota Board of Education.
Minnesota State Dept. of Education, St. Paul.
PUB DATE- Aug 86
NOTE- 69p.

LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Academic Achievement; Comparative Analysis; *Educational Change; Educational Experience; *Kindergarten; Primary Education; Quality of Life; *School Schedules; *State Aid
IDENTIFIERS- *Full Day Programs; Half Day Programs; *Minnesota; Research Results

This report describes kindergarten schedules used in Minnesota, reports on program implications of the schedules, and states reasons why a full unit of state aid for kindergarten would help many school districts strengthen their kindergarten program. After introductory background information points out problems in scheduling kindergarten programs for Minnesota's children, discussion and tables indicate the present status of half-day daily, full-day alternate-day, full-day daily, and other "equivalent" schedules in Minnesota school districts. Outcomes of the law allowing kindergarten to be offered on a basis "equivalent" to the half-day daily schedule are pointed out. Discussion subsequently explores advantages and disadvantages of half-day, full-day, daily, and alternate-day scheduling from the point of view of the children and of the classroom teacher. The discussion attempts to separate issues of frequency of attendance, length of the school day, and double class loads for the kindergarten teacher: issues which result from legislation concerning kindergarten attendance and the level of funding for kindergarten programs. Concluding content reports recent research on the influence of full-day daily kindergarten programs on children's academic achievement and the quality of their school experience. A table of kindergarten schedules used in Minnesota's school districts is appended. (RH)

RC

ED 279 436 RC 015 799

Schumacher, Yvonne; And Others
Migrant Workers on Maryland's Eastern Shore.
Maryland Advisory Committee to the U.S. Commission on Civil Rights, Baltimore.
SPONS. AGENCY- Commission on Civil Rights, Washington, D.C.
PUB DATE- Jun 83
NOTE- 80p.; Appendix B contains small, broken type.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Reports - General (140)
DESCRIPTORS- Agency Role; *Civil Rights; Equal Protection; Health Needs; Housing Deficiencies; Illiteracy; Legal Responsibility; *Living Standards; Low Income Groups; Migrant Education; Migrant Employment; *Migrant Housing; *Migrant Problems; *Migrant Workers; *Occupational Safety and Health; Quality of Life; Seasonal Laborers; Social Isolation; Transportation; Work Environment
IDENTIFIERS- *Maryland (Eastern Shore)

Based on facts gathered in 1982-83 and prepared to inform the United States Commission on Civil Rights of the status of migrants in the State of Maryland, this report summarizes findings about housing, health and safety, access/communication/transportation, employment issues, and education. The summary of housing conditions notes that more than one-third of the 57 licensed migrant labor camps in 1982 operated with major health and safety deficiencies in spite of numerous authorities empowered to enforce standards that could improve camp conditions. Health and safety findings show generally poor health adversely affected by poor nutrition in particular. The report on access issues outlines numerous ways that migrant workers are isolated from mainstream society including language barriers. Discussion of employment issues focuses on exploitation of migrant workers including extremely low pay, the nation's worst working conditions, and lack of legal protection. Discussion of education concludes that despite the accomplishments and plans of educators in Maryland, migrant children experience poor educational achievement, are typically ostracized by local residents, and--in significant numbers--do not participate in educational programs for which they are eligible. Appendices list private and government agencies involved with migrant welfare and nine agency review replies. (JHZ)

ED 279 506 SE 047 771

Conway, Lorraine
Learning about Marine Biology. Superific Science Book VI. A Good Apple Science Activity Book for Grades 5-8+.
REPORT NO.- ISBN-0-86653-056-8
PUB DATE- 82
NOTE- 72p.
AVAILABLE FROM- Good Apple, Inc., Box 299, Carthage, IL 62321-0299 (GA400; $5.95).
LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Animals; Classification; *Ecology; Elementary Education; *Elementary School Science; Ichthyology; Intermediate Grades; Junior High Schools; *Marine Biology; Oceanography; *Science Activities; Science Education; Science Equipment; *Science Instruction

Based on the assumption that most students have a natural curiosity about the plant and animal life residing in the oceans, this document provides students in grades five through eight with activities in marine biology. The book provides illustrated information and learning activities dealing with: (1) diatoms; (2) the life cycle of the jellyfish; (3) soft-bodied animals; (4) mollusks (including a dichotomous key); (5) octopi and squid; (6) clams; (7) making seashell collections; (8) oysters; (9) echinodermata; (10) starfish; (11) how fish get oxygen; (12) making a small ecosystem; (13) the respiration rate of goldfish; (14) spelling names of fish; (15) a depth chart of ocean dwellers; (16) external and internal features of sharks; (17) a dichotomous key for identifying sharks; (18) making a plankton net; (19) codfish; (20) whales; (21) records of the sea; and (22) examples of classic books about the sea. A reproducible marine biology certificate is included, along with an answer key to all of the questions asked in the book. (TW)

ED 279 537 SE 047 805

Science Fair Project Index 1973-1980.

Akron - Summit County Public Library, Ohio.

REPORT NO.- ISBN-0-8108-1605-9
PUB DATE- 83

NOTE- 729p.; Science Fair Index 1960-1972 is no longer in print. For the 1981-1984 Index see SE 047 806.

AVAILABLE FROM- Scarecrow Press, Inc., P.O. Box 656, 52 Liberty St., Metuchen, NJ 08840 ($47.50).

LANGUAGE- English

Document Not Available from EDRS.

PUB TYPE- Reference Materials - Directories/Catalogs (132)

DESCRIPTORS- Elementary School Science; Extracurricular Activities; Indexes; Intermediate Grades; Junior High Schools; Science Education; *Science Experiments; *Science Fairs; *Science Projects; Secondary Education; *Secondary School Science; Student Projects

This supplement to the "Science Fair Project Index 1960-1972" indexes science projects and experiments found in books and magazines published from 1973 through 1980. This index is intended for use by students in grade five through high school and by teachers who are involved in creating science fair projects. Emphasis is on actual projects, experiments, and techniques for the display of projects rather than on background information. Almost all areas of science and many areas of technology are covered. This book is arranged alphabetically by subject. The subject headings are derived from "Library of Congress Subject Headings," 8th and 9th editions. Under the subject headings, the individual experiment or project entries are arranged alphabetically by title, or in those cases in which an entire book has been indexed, by author. Information in each entry includes: author's last name; title of book or periodical; pages where the experiment can be found; and for periodicals, the volume number, pages, and date. A bibliography is also provided. (ML)

ED 279 163 FL 016 466

Mickel, Stan
Punctuation Markers and CSL Reading Comprehension.
PUB DATE- 23 Nov 86
NOTE- 11p.; Paper presented at a Meeting of the Chinese Language Teachers' Association (Dallas, TX, November 23, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Chinese; Comparative Analysis; Contrastive Linguistics; English; *Graphemes; *Language Patterns; Language Usage; Orthographic Symbols; *Punctuation; *Reading Comprehension; Second Language Instruction; *Sentence Structure; Uncommonly Taught Languages; Written Language
IDENTIFIERS- *Commas

The graphemic and functional distribution of Chinese punctuation markers are outlined, and the implications of Chinese punctuation practices for second language instruction are discussed. Three kinds of Chinese punctuation markers are described: those graphically unique to Chinese, those written and used in the same manner in both Chinese and English systems, and those that are graphemically identical but are used differently. Special attention is given to the last category, potentially the most problematic for students of Chinese as a second language, and especially to the functional load and pedagogical value of commas in Chinese texts. If students are aware of the usage patterns, a major source of confusion can be overcome and students can learn to read Chinese more quickly, more efficiently, and with greater comprehension. (MSE)

ED 279 209 FL 016 526

Knibbeler, Wil, Ed.; Bernards, Marij, Ed.
New Approaches in Foreign Language Methodology. Colloquium of the International Association for the Research and Diffusion of Audio-Visual and Structuro-Global Methods (15th, Nijmegen, Netherlands, 1984).
Association Internationale pour la Recherche et la Diffusion des Methodes Audio-visuelles et Structuro-globales, Ghent (Belgium).
PUB DATE- 84
NOTE- 223p.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Proceedings (021)
Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Classroom Techniques; Communicative Competence (Languages); Comparative Analysis; Computer Assisted Instruction; Discourse Analysis; Educational Research; *Educational Strategies; Educational Theories; English (Second Language); Foreign Countries; French; Grammar; Individualized Instruction; Instructional Innovation; Migrant Education; Migrant Youth; Modern Languages; Scientific Research; *Second Language Instruction; Spelling; Student Characteristics; Suggestopedia; Syntax; Teacher Characteristics; *Teaching Methods; Vocabulary Development
IDENTIFIERS- Community Language Learning; Silent Way (Gattegno)

Topics covered in papers presented at an international meeting on foreign language methodology include the following: how to sort out the new approaches to foreign language teaching methods; unconscious assimilation in foreign language learning; the lack of concrete answers arrived at during this meeting; methodological considerations in applying theory; scientific theory versus educational theory; communicative language teaching; methods, approaches, principles and practices; discourse analysis and EFL methodology; a survey of methods and techniques of language teaching in the world; principles and practice in computer-assisted language instruction; a humanistic approach to computer-assisted vocabulary learning; the Silent Way; changing language teaching approaches; community language learning; American language studies using Suggestopedia; the feelings revival; the explorative-creative way; unorthodox approaches to foreign language methodology; modern language grammar instruction; internalizing syntactic rules by iconic mediation; the learning of French spelling by migrant children; methodology as a link between objectives and teacher personality; and learners' characteristics and individualized instruction. Four of the articles are in French. A round table report is also included. (MSE)

ED 279 490 SE 047 752

Sprague, Mary V.
Beach Fun. Exploring the Delaware Seashore. A Story and Activity Book.
PUB DATE- 15 May 86
NOTE- 42p.
AVAILABLE FROM- Children's Beach House, Inc., 701 Shipley St., Wilmington, DE 19801 ($2.95 plus postage and handling).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Childrens Literature; *Educational Games; Elementary Education; *Elementary School Science; Handicrafts; Interdisciplinary Approach; *Marine Education; *Picture Books; Puzzles; Science Education
IDENTIFIERS- *Beaches; *Delaware

Activities and a narrative which focus on Delaware's seashore are contained in this book for elementary school age students. A graphically illustrated story is related and activities are interspersed throughout the narrative account. Several marine organisms are identified and beach phenomena are highlighted in the story. Student exercises include: a maze activity; beach word search; shell and sand crafts; word scramble; crossword puzzle; beach scavenger hunt lists; and materials for beach bingo. (ML)

Grade 3 Mathematics. Student Achievement Testing Program, 1985-86 School Year.

Alberta Dept. of Education, Edmonton.

PUB DATE- Sep 85
NOTE- 31p.; For June 1986 test see ED 273 470.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Tests, Questionnaires, Evaluation Instruments (160) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- Computation; *Elementary School Mathematics; Foreign Countries; Geometry; Grade 3; Graphs; *Mathematics Achievement; *Mathematics Instruction; *Mathematics Tests; Measurement; Numbers; Primary Education; Problem Solving; *Test Items
IDENTIFIERS- *Alberta; Basic Facts (Mathematics)

Background information on the testing program, administration details, and a description of the test are provided. The test, intended for administration in June 1986 to third-grade students in Alberta, Canada, consists of two sections. Section 1 is divided into two parts. Part A contains 25 questions covering numeration, geometry, and graphing; 12 sample items are presented in this document. Part B also contains 25 questions covering operations and properties, measurement, and problem solving strategies; 12 sample items are presented. Section 2 consists of four basic facts tests in addition, subtraction, multiplication, and division, with each test having 32 items; eight sample items for each operation are included. The emphasis given to the subject matter is 78% and to problem solving skills is 22%. Appendices provide key and question information, including the curriculum objective and cognitive level of the item, and lists of problem solving strategies. (MNS)

ED 279 238 HE 020 073

Salley, Charles D.
Jobs and Income for Rome and Floyd County: The Berry College Impact.
Berry Coll., Mount Berry, GA.
PUB DATE- Jan 86
NOTE- 40p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- College Students; *Economic Factors; *Employment Opportunities; Expenditures; Higher Education; *Income; Purchasing Questionnaires; *School Business Relationship; *School Community Relationship; School Personnel
IDENTIFIERS- *Berry College GA; Economic Impact Studies

The economic impact of Berry College on Rome County, Georgia, was assessed using a differential value-added technique to measure the amount of induced spending. Direct spending sources associated with the college are direct purchase of goods and services and spending by faculty, staff, students, and visitors. Since every dollar initially spent in the area turns over several times in the community, Berry College's total economic influence is a multiple of these direct dollar flows. A method of computing the multiplier value, unique to the college and area, was established. It was determined that every dollar the college draws into the area induces an additional 66 cents income for area residents. The college directly provides 333 full-time positions; using the estimated multiplier, the college provides the community with a total of 701 full-time jobs. While college-related spending for 1985 amounted to about $14 million, the multiplier estimates the total income impact at about $24 million. Included are staff, student, and visitor questionnaires, along with a summary of contributions of 15 economic impact studies of colleges published from 1964 to 1984. (SW)

ED 279 252 HE 020 087

Peterson, Robin T.
Higher Education Governance in Yugoslavia: A Cross-Cultural Perspective.
PUB DATE- 86
NOTE- 10p.; Paper presented at the Regional Conference on University Teaching (2nd, Las Cruces, NM, January 8-10, 1986). For complete proceedings, see ED 276 328.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Comparative Education; Decision Making; *Departments; Educational Facilities; Foreign Countries; *Governance; *Higher Education; *Power Structure
IDENTIFIERS- *United States; *Yugoslavia

Higher education governance in Yugoslavia is described, and comparisons are made to the United States. Major differences between the countries are reflected in three areas: physical facilities, internal relations, and external relations. In the main, physical facilities at Yugoslav faculties are well-developed and maintained, despite the fact that this is not an affluent nation. Communications among individual faculties are conducted through the office of the president of the university, which has limited authority and tends to coordinate the loose confederation of individual faculties. The faculty, which is a powerful and independent entity, has authority to conduct activities that would be entrusted to top administrators at U.S. colleges. Individual deans have considerably less power than in the United States. Students enrolled in one faculty take all their courses there (i.e., a faculty of economics includes professors from other disciplines). Further information is provided on: budgeting for faculties, the selection of new professors, teaching loads, the council decision-making process, and time commitments to faculty meetings. (SW)

ED 279 281 HE 020 128

University of Nevada System Planning Report: 1987-1991. Future Directions for Nevada's Colleges and Universities.
Nevada Univ. System, Reno.
PUB DATE- Jan 87
NOTE- 96p.
AVAILABLE FROM- University of Nevada System, 405 Marsh Avenue, Reno, NV 89509.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Budgets; Change Strategies; *College Planning; College Programs; *Community Colleges; Construction Needs; Degrees (Academic); Economic Development; *Educational Finance; *Educational Objectives; Enrollment Trends; Higher Education; Resource Allocation; School Business Relationship; *State Universities; *Statewide Planning
IDENTIFIERS- Desert Research Institute NV; *Nevada; University of Nevada System

Goals and priorities of the University of Nevada System for 1987-1991 are presented, with attention to growth projections, campus academic and budget priorities, capital construction needs, economic development, strengthening higher education in the state, and data collection. In addition to the System's goals, academic priorities are described for the two universities, the four community colleges, and the Desert Research Institute. Ways that the University of Nevada System can help promote statewide economic diversification and development are addressed, including partnerships with business/industry and occupational and technical training in response to community and business needs. The System's 1987-1991 biennial budget request and budget priorities for the community colleges, universities, and Desert Research Institute are also considered. Ways to strengthen higher education are covered, including: university entrance standards, the Regents' Scholar Program, tuition reciprocal agreements, program review, developmental education, academic computing and new technology, and improved information for planning. Data are provided on system demographics, enrollments, and degrees awarded. (SW)

ED 279 295 IR 012 531

Morris, Judith
An Introduction to Information Technology in Training and Education. Revised. Information Sheet No. 11.
Council for Educational Technology, London (England).
PUB DATE- Jul 86
NOTE- 49p.
AVAILABLE FROM- Council for Educational Technology, 3 Devonshire Street, London W1N 2BA, England.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Communications; *Computer Uses in Education; Developed Nations; Foreign Countries; *Information Sources; *Information Technology; Interactive Video; Microcomputers; Organizations (Groups); *Technological Advancement; Teleconferencing; Training; Videotex
IDENTIFIERS- United Kingdom

Intended for trainers who have little knowledge of information technology (IT) and its use in education and training, this information sheet describes IT as consisting of three elements--information handling, communications technology, and information transformation--and explains how these elements contribute to the conveying of information. To illustrate the growth of IT, examples are given of the enhancement of older methods of communication; e.g., the videocassette has become the interactive video system, and the telephone has been adapted for use in teleconferencing in distance education. Systems that are used to provide information directories, known as teletext and viewdata, are explained. A basic outline is provided of the various components of a computer system and how they are used to accomplish the following: order and store information for libraries (i.e., databases); send, store, and receive information (i.e., electronic mail); store and process information (i.e., word processing); and

aid in the development of problem-solving and decision-making skills. The development of the microprocessor is defined in terms of input/output, hardware, and data, and how these components work together is described. A glossary of terms and an annotated guide to resources on IT conclude this report. Resources listed are divided into sources of advice, information, and training, which include organizations, projects, services, associations, information centers, and video programs; books, both on IT in general and on specific types of IT; and journals. (DJR)

Rabitti, Fausto, Ed.
ACM Conference on Research and Development in Information Retrieval: Proceedings of the Annual Conference of the Association of Computing Machinery (Pisa, Italy, September 8-10, 1986).
Association of Computing Machinery, Baltimore, MD.
REPORT NO.- ISBN-0-89791-187-3
PUB DATE- Sep 86
NOTE- 295p.; Most of text is in small print. Some charts and tables may be marginally legible.
AVAILABLE FROM- ACM Order Department, P.O. Box 64145, Baltimore, MD 21264 (Order No. 606860; $24.00 member, plus $4.00 handling).
LANGUAGE- English
EDRS Price - MF01/PC12 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Reports - Research/Technical (143)
DESCRIPTORS- Automatic Indexing; Developed Nations; Display Systems; Expert Systems; Foreign Countries; *Information Retrieval; *Information Storage; International Organizations; Man Machine Systems; Research and Development; Search Strategies; *Systems Analysis; Trend Analysis
IDENTIFIERS- Cluster Based Retrieval; Europe (West); Information Management; North America; Probabilistic Indexing

Intended to identify and encourage research, development, and applications of information retrieval, the principal objective of this conference was to provide an international forum to promote an understanding of current research and to stimulate the exchange of ideas and experiences in information retrieval systems.

Introductory material for these proceedings include listings of the conference chairpersons, officers, committee members, and sponsors. The full text is then provided for two keynote speeches: "Recent Trends in Information Retrieval" (G. Salton) and "Using Structural Representation of Anomalous States of Knowledge for Choosing Document Retrieval Strategies" (N. J. Belkin and B. H. Kwasnik). The remaining 33 papers in this collection, which are also given in full text, are organized by the conference sessions at which they were presented: (1) Office Systems; (2) User Interfaces; (3) Storage Structures; (4) Linguistic Retrieval; (5) Information Retrieval Systems; (6) Clustering; (7) Retrieval Strategies; (8) Knowledge-Based Information Retrieval; (9) Learning Systems; and (10) Probabilistic Retrieval. An index is provided of the presenters, who came from Canada, Denmark, Finland, France, Ireland, Israel, Italy, Switzerland, the United Kingdom, the United States, and West Germany. (KM)

ED 279 393 PS 016 242

Popenoe, David
What Is Happening to the Family in Sweden?
Swedish Information Service.
PUB DATE- Dec 86
NOTE- 9p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Journal Articles (080)
DESCRIPTORS- Demography; *Divorce; *Family (Sociological Unit); *Family Structure; Foreign Countries; *Marriage; Social Attitudes; Social Behavior; *Social Change; Social Problems; Sociocultural Patterns; Trend Analysis
IDENTIFIERS- *Cohabitation; *Sweden

. Three demographic rates and the social reality they measure signify important, continuing changes in the Swedish family. As compared with the rest of the industrial world, the Swedish now have the lowest marriage rate, the highest non-marital cohabitation rate, and possibly the highest family dissolution rate. Contents of this article focus on the history of nuptuality in Sweden, the gradual replacement of marriage by non-marital cohabitation, and the high rate of divorce in Sweden. Particular attention is given to the sharp drop in the marriage rate that occurred in Sweden during the mid-1960s, the disinclination of Swedes to marry simply because a first or second child is expected or has been born, the Swedish "deinstitutionalization of marriage," the need for data on the break-up rate of consensual unions, and the high percentage of single parent families in Sweden. Because Sweden may have the highest rate of family dissolution in the industrial world, it is concluded that more research and public discussion about the possible personal and social consequences of current Swedish family trends is needed. (RH)

ED 279 449 RC 016 097

Yount, Rebecca
The Bridge to Arcadia: School/College Collaboration and the Rural Teacher.
PUB DATE- Oct 86
NOTE- 25p.; Paper presented at the Annual Conference of the National Rural and Small Schools Consortium (Bellingham, WA, October 7-10, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College School Cooperation; *Cooperative Programs; Educational Cooperation; Educational Improvement; Educational Research; Elementary Secondary Education; *Financial Support; Postsecondary Education; Program Descriptions; *Research Opportunities; Research Projects; *Rural Education
IDENTIFIERS- Andrew W Mellon Foundation; *Council of Chief State School Officers

One way to develop creative solutions to problems facing rural education today is through cooperative projects sponsored by schools and colleges and funded by small incentive grants. In 1983, the Council of Chief State School Officers, with grants from the Andrew W. Mellon Foundation, awarded 39 planning grants for $2,000 to enhance/facilitate working relationships between elementary/secondary and postsecondary education. Again in 1986, a major Mellon grant enabled funding of collaborative projects focusing on improving the current teaching force or attracting exceptional persons into teaching. Exemplary original Mellon projects were the Gadsden (Florida) project to train school personnel to prepare/counsel rural black students for postsecondary education and the Montana project to include rural/remote teachers as members of accreditation teams. Current Mellon projects compared rural, suburban, and urban staff development programs in Colorado, developed quality teacher inservice training modules and recruitment/retainment measures in Idaho; designed staff development programs impacting student learning in Minnesota; and built transitions for secondary students to postsecondary education in North Dakota. While federal funding may be unavailable, modest amounts of incentive monies can be obtained from local businesses and banks, state department of education discretionary funds, colleges, universities, community colleges, and private foundations. (NEC)

ED 279 463 RC 016 135

Green, Bernal L.

Federal Outlays by Type of Nonmetro County. Rural Development Research Report Number 65.

Economic Research Service (DOA), Washington, DC. Agriculture and Rural Economics Div.

PUB DATE- Jan 87
NOTE- 27p.; For related document, see ED 262 939. Some tables may not reproduce well due to small print.
AVAILABLE FROM- Superintendent of Documents, U. S. Government Printing Office, Washington, DC 20402.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Numerical/Quantitative Data (110)
DESCRIPTORS- Agriculture; Budgeting; Budgets; Demography; Economic Development; Employment Patterns; Expenditures; *Federal Programs; Financial Policy; *Government (Administrative Body); *Income; Manufacturing; Mining; *Policy Formation; Poverty Areas; Retirement Benefits; *Rural Areas; Rural Development; Rural Economics
IDENTIFIERS- *Counties; *Economic Impact; Income Transfer Programs; Policy Analysis

To provide practical information for government policy makers, the 1,900 Federal budget elements were grouped into 6 categories to examine how Federal payments were distributed among 8 types of nonmetropolitan counties in fiscal year 1980. The six broad budget categories were targeted economic development, income transfers, human capital (levels of education, job skills, and health), infrastructure (roads, housing, industrial parks, and water systems), general government, and agriculture (commodity programs and disaster relief). The eight nonmetropolitan county groups (identified in ED 262 939) were farming-independent, manufacturing-dependent, mining-dependent, specialized government, persistent poverty, Federal lands, retirement, and unclassified. In 1980 nonmetropolitan counties received nearly $1,500 per capita in Federal payments. Of that sum, $844 per capita was for income transfers, which included Social Security and government and military retirements. The lowest payments ($56 per capita) were for agriculture. Per capita income transfers were highest in retirement counties ($914), suggesting that the economic base of these counties is more stable than that of counties dependent on farming, manufacturing, and mining, where income transfers were much lower. The stability of the retirement counties, however, depends on Social Security payments and on continuation of the current trend of older Americans to move to those counties. (JHZ)

ED 279 476 RC 016 149

Thomas, John K.; Ladewig, Howard
Adult Assessments of Social Learning Experiences during Adolescent Participation in 4-H and Other Youth Programs.
PUB DATE- Feb 87
NOTE- 28p.; Paper presented at the Annual Meeting of the Southern Rural Sociological Association (Nashville, TN, February 1-4, 1987).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adults; Experiential Learning; Group Activities; Leadership Training; Nonschool Educational Programs; *Outcomes of Education; Participant Characteristics; *Participant Satisfaction; *Program Attitudes; Rural Urban Differences; *Socialization; Student Participation; *Youth Programs
IDENTIFIERS- *4 H Programs

A nationwide telephone survey of 1,761 adults was conducted in 1985 to measure the impact of the 4-H program to help young people develop basic competency, coping, and contributory life skills needed to become self-directing, productive, and contributing members of society. Findings indicated that, overall, 4-H alumni and past participants of other youth programs were more alike than nonparticipants in terms of race, age, era of participation, level of educational attainment, and high school academic achievement. Nonparticipants had slightly more minority representation, were older, and had lower levels of educational attainment. While 4-H alumni resided in rural areas most of their lives, other participants were primarily urban residents. Although 4-H alumni participated 2 fewer years on average than other participants, participation of both groups waned during teen years to less than 15%. Most useful experiences for 4-H and other participants were contact with others within "the program" and opportunities to develop skills and make a contribution to the program. While 4-H alumni were less satisfied than other participants in opportunities for leadership, majorities of both groups wanted more leadership opportunities. Both groups felt that learning to work with others and developing a sense of responsibility contributed most toward personal development. (NEC)

ED 279 522 SE 047 790

Albrecht, Jean, Ed.
Social Sciences in Forestry. A Current Selected Bibliography and Index. No. 69.
Minnesota Univ., St. Paul. Coll. of Forestry.
PUB DATE- Dec 86
NOTE- 130p.; Additional support provided by U.S. Dept. of Agriculture Forest Service Research Div. For a related document, see ED 275 537.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Agronomy; Annotated Bibliographies; *Conservation (Environment); *Environmental Education; *Forestry; Land Use; *Lumber Industry; *Natural Resources; Recreation; Trees; Wildlife Management
IDENTIFIERS- *Environmental Management

This is the eighth issue of "Social Sciences in Forestry," which provides a current annotated bibliographic listing of references related to four major areas of forestry. The main categories include: (1) applications to forestry at large (containing citings on resources, history, legislation, policy, planning, appraisal and valuation, investment and finance, taxation, economics, education, research, technology, and environmental concerns); (2) applications to forest management (with references on multiple use management, ownership of public and private lands, labor, and protection); (3) production of forest goods and services (addressing areas such as outdoor recreation, wilderness and range management, urban forestry, fish and wildlife, and wood production); and (4) applications to forest industries (focusing on wood-using industries and other forest industries, marketing and trade, and transportation). This publication also contains an alphabetized, cumulative author index. (TW)

ED 279 195 FL 016 503

Goetzfridt, Nicholas
An Annotated Bibliography for Teaching English as a Second Language in the South Pacific.
University of the South Pacific, Suva (Fiji).
PUB DATE- 85
NOTE- 53p.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; Bilingualism; *Classroom Techniques; Correlation; Curriculum Design; *Developing Nations; *English (Second Language); Foreign Countries; Instructional Materials; Language Skills; Language Tests; Literacy; Pidgins; Program Design; Reading Instruction; *Resource Materials; Second Language Instruction; Second Language Learning; Teacher Education; Teaching Methods; Testing; Uncommonly Taught Languages
IDENTIFIERS- *South Pacific

This annotated bibliography lists materials dealing specifically with the problems inherent in teaching English as a second language to South Pacific students. Some generic materials are included because of their relevance to that student group. The materials include books, research studies, journal and newsletter articles, conference and workshop presentations, essays and readings, textbooks for teachers and students, and program descriptions dating from the 1940s to the present. (MSE)

ED 279 164 FL 016 472

Veidt, Frederick P.
Fairview German Bilingual School: A Successful Model for Elementary-School, Second-Language Learning, Part I.
PUB DATE- Mar 85
NOTE- 18p.; Paper presented at an International Conference on Second/Foreign Language Acquisition by Children: Theoretical Aspects and Practical Applications (Oklahoma City, OK, March 29-30, 1985). For related document, see FL 016 473.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Bilingual Education Programs; Cultural Background; Elementary Education; *Elementary School Curriculum; Experimental Programs; *German; *Magnet Schools; Nontraditional Education; Parent Participation; Parent School Relationship; Public Schools; Second Language Instruction
IDENTIFIERS- *Cincinnati Public Schools OH

The program of the Fairview German Bilingual School, the elementary (K-5) segment of the Cincinnati public school system's German bilingual alternative program, is described. The school provides intensive second-language instruction in German for monolingual English-speaking children with bilingualism as the objective. In 1984-85 the student body numbered 510, from 50 Cincinnati neighborhoods. An active parents' group is a major program element. The teaching staff includes basic classroom teachers for the standard grade-level curriculum and German-language teachers with near-native fluency and extensive exposure to the people, cultures, and institutions of a German-speaking country. The kindergarten German instruction consists of three 20-minute sessions a week. From first grade on, a sequenced and highly structured oral language curriculum is used. German and English-language curricula are integrated to the extent possible. Student academic achievement has been average or above average in reading and mathematics, and German achievement, while difficult to assess comparatively, has been high. The elementary program is followed by a middle school offering bilingual instruction in German, French, and Spanish, an exchange program option, and a choice of international or college preparatory high school programs. The Fairview program has attracted strong community interest and parental commitment. (MSE)

ED 279 180 FL 016 488

Lindeberg, Ann-Charlotte
Cohesion and Coherence in Short Expository Essays.
PUB DATE- 84
NOTE- 10p.; In: Ringbom, Hakan, Ed,; Rissanen, Matti, Ed. Proceedings from the Nordic Conference for English Studies (2nd,Hanasaari/Hanaholmen, Finland, May 19-21, 1983); see FL 016 498.
LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Coherence; *Cohesion (Written Composition); College Students; Comparative Analysis; Connected Discourse; Discourse Analysis; *English; English (Second Language); *Essays; *Expository Writing; Higher Education; Language Patterns; Language Usage; Qualitative Research; Rhetoric; Second Language Learning; Writing (Composition); Writing Skills

A study to find patterns of cohesion and rhetorical structure that distinguish good from weak English essay writing is described. The corpus consisted of ten Swedish college essays written as part of the final exam in a first-year English course. Methodological problems encountered included the delimitation of units for the analysis of cohesive ties, establishment of categories of cohesive ties, and delimitation of the size of the cohesive item itself. The results support the hypothesis that cohesive tightness, measured by the proportion of cohesive ties, is a sign of good quality writing. The good essays contained a greater proportion of hyponymy/hyperonymy and specification/generalization ties, suggesting that weaker writers have more difficulty in moving from one level of generality to another. Good essays also contained fewer instances of two types of lexical ties, identity (repetition) and ellipsis, and cohesive relations signalling the specific logic of reasoning differed in the good and weak essays. While the corpus used is too small to allow detection of specific error patterns in sentence connectors, the findings do suggest that coherence should be studied from the perspective of levels of generalization and the functional relations between units. (MSE)

ED 279 267 HE 020 102

Final Report of the Task Force on the Future Funding of
Post-Secondary Education in Minnesota .
Minnesota Higher Education Coordinating Board, St. Paul.
SPONS. AGENCY- Ford Foundation, New York, N.Y.
PUB DATE- Dec 82
NOTE- 47p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Change Strategies; College Programs; Community Colleges; Decision Making; *Educational Finance; Educational Quality; *Financial Policy; Governance; Money Management; *Postsecondary Education; *Resource Allocation; State Aid; State Colleges; *Statewide Planning; Technical Institutes; Tuition
IDENTIFIERS- *Minnesota

Current and alternative funding policies and their projected effects are addressed in this final report of the Minnesota Task Force on the Future Funding of Postsecondary Education. After considering the formation and proceedings of the task force, the following legislative funding policies are discussed: legislative appropriations process, enrollment bulge funding, core funding, program funding, and special appropriations. Allocation policies to the community colleges, state universities, the University of Minnesota, and vocational-technical institutes are also covered. Alternative funding policies concern: average cost funding, fixed and variable cost funding, core funding, and program funding. Funding policy evaluations consider the following issues: innovative resource management, equity, recognition of cost patterns, quality, and productivity. Attention is also directed to educational issues related to funding policies, including: the size and number of postsecondary institutions, effectiveness, productivity, the private sector, coordination, and the relationship between costs and financial aid. The report concludes with 11 findings of the task force and 7 recommendations. (SW)

ED 279 309 IR 012 549

Computer Education in Iowa Schools. Multicultural Nonsexist Education.

Iowa State Dept. of Public Instruction, Des Moines.

PUB DATE- Jun 86

NOTE- 21p.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Tests, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- Annotated Bibliographies; Behavioral Objectives; Check Lists; *Computer Literacy; Computer Science Education; *Educational Legislation; Educational Philosophy; Educational Planning; Elementary Secondary Education; *Equal Education; Guidelines; *Multicultural Education; Program Implementation; *Self Evaluation (Groups); *Sex Fairness; State Curriculum Guides

IDENTIFIERS- *Iowa

Designed for use by local curriculum committees who are implementing computer education components of their school districts' multicultural, nonsexist education plans, this guide provides a list of definitions, a discussion of the rationale and philosophy of multicultural, nonsexist education, and the text of the legal authority for the use of such an approach by school districts. Four goals are suggested as a model for this type of program, and each goal is accompanied by a set of objectives specifically pertaining to computer education. A self-evaluation checklist is provided for use as a general guide in reviewing a program to determine how consistent it is with the basic concepts of multicultural, nonsexist education. Sections of the checklist relate to curriculum structure, curriculum content, instructional materials, and teaching strategies. An annotated bibliography lists 27 recommended titles for computer education teachers and a resource organization list provides the names, addresses, and telephone numbers of 18 agencies or persons that may provide assistance, ideas, and information to schools striving to implement multicultural, nonsexist computer education programs. (DJR)

Wisconsin Certification Manual for Public Librarians. Bulletin No. 7075.
Wisconsin State Dept. of Public Instruction, Madison. Div. of Library Services.
PUB DATE- Sep 86
NOTE- 23p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050) Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Administrator Qualifications; *Certification; Guidelines; *Librarians; *Professional Continuing Education; *Public Libraries; Records (Forms); *State Standards
IDENTIFIERS- *Wisconsin

Designed to be used as a guide for public librarians and boards of trustees in meeting the requirements of Wisconsin's public librarian certification law, this manual is divided into two major sections covering public librarian certification and certification renewal/continuing education requirements. The first section includes discussions of library board responsibility, voluntary certification, statutory authority, requirements and grade levels of certification, provisional certification, equivalencies, how to obtain a certificate, certification appeals, and certification renewal. Topics covered in the second section include statutory authority, required continuing education for recertification, definition of continuing education, continuing education validators, possible providers of continuing education, continuing education activities, the certification renewal process, and explanatory notes on continuing education activities; the recertification process is also depicted in a decision chart, and a conversion chart is provided for the assignment of contact hours for continuing education activities. Sample certification application, learning activity report, and annual summation of learning activities forms and a listing of Wisconsin public library systems continuing education validators are appended. (KM)

ED 279 337 IR 051 808

Huttemann, Lutz, Ed.
Librarianship and Documentation Studies: A Handbook of Teaching and Learning Materials. Volume 2.
German Foundation for International Development, Bonn (West Germany).
REPORT NO.- DOK-1310-C/a
PUB DATE- Sep 86
NOTE- 100p.; For Volume 1, see ED 269 039.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Collected Works - General (020) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Continuing Education; *Developing Nations; *Documentation; Foreign Countries; Higher Education; *Information Services; *Information Systems; Information Technology; Instructional Materials; *Library Education; Library Instruction; Library Personnel; Position Papers; Preservation
IDENTIFIERS- *Africa (East); *Africa (South); Legal Deposit; Library Development

The improvement of information infrastructures in the eastern and southern sub-region of Africa through the adequate training of personnel for libraries and information establishments is one of the major objectives of the Education, Science and Documentation Centre of the German Foundation for International Development (DSE). This reader, designed to be useful for the training of students in librarianship and for in-service training of staff in libraries and information centers, contains eight articles covering various aspects of librarianship and documentation: (1) "Continuing Library Education for Social Change" (J. Reece); (2) "The Role of Libraries and Documentation Centres in Research--A Case for Kenya" (W. O. Ochiengh); (3) "The Legal Deposit System in Kenya" (N. Kamau); (4) "User Education--A Critique" (E. W. Muya); (5) "The New Information Technology and the Book Professionals--A War of Survival" (S. Ouma); (6) "The Problems and Conservation of Library Materials" (E. W. Muya); (7) "Library/Information Manpower Survey in the Sudan" (C. Wesley); and (8) "Types of Educational Programmes in Zambia--Role and Relevance" (O. N. Mohamedali). Appendices include guidelines for authors interested in contributing to future volumes and a bibliography of DSE publications on information and documentation. (KM)

ED 279 365 JC 870 114

Coffey, Janis Cox; Jones, Randall D.
Fall 1986 Enrollment Update: Trends and Implications. Fourth Report in the "Planning for Change" Series.
Los Rios Community Coll. District, Sacramento, CA. Office of Planning and Research.
PUB DATE- Jan 87
NOTE- 81p.; For additional reports in this series, see ED 243 530, JC 870 115, and JC 870 152.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Numerical/Quantitative Data (110)
DESCRIPTORS- Age; *College Planning; Community Colleges; Credit Courses; Day Students; *Enrollment Trends; Ethnicity; Evening Students; *School Demography; *Student Characteristics; Trend Analysis; Two Year Colleges; *Two Year College Students

A review and analysis of demographic trends in the Los Rios Community College District (LRCCD) is presented, along with a discussion of the effects that changes in students' age, sex, and ethnicity have on enrollments, student contact hours, day/evening programs, and credit load. Following introductory comments on the use of the trend analysis for college planning, an overview of changes in community college students since 1960 is presented. Next, student enrollment and demographic data are provided for the fall semesters from 1978 to 1986, focusing on: overall enrollment trends; trends in age, gender, and ethnicity of students; changes in credit load and day/evening attendance patterns resulting from changes in student clientele; and trends in weekly student contact hours. This section concludes with profiles for each college in the LRCCD. The next sections consider implications of district and statewide trends for planning in the LRCCD. Concluding comments underscore the district's responsibility for responding appropriately to changing enrollments and demographics. Appendices provide fall 1986 demographic data for each LRCCD college. (EJV)

ED 279 379 JC 870 138

Coffey, Janis Cox
Proving What We're Doing Is Working: The Student Flow Research Model.
Los Rios Community Coll. District, Sacramento, Calif.
PUB DATE- Feb 87
NOTE- 8p.
LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Accountability; Community Colleges; *Data Collection; Followup Studies; *Institutional Research; *Outcomes of Education; Program Effectiveness; *Research Needs; Research Utilization; Two Year Colleges

Whether termed "quality indicators," "student outcomes," or "measures of accountability," the concern for educational effectiveness is surfacing as the new focus for community colleges. Key to the realization of educational accountability is the availability of solid research information that can assess to what extent results are being achieved. The Student Flow Research Model of the Los Rios Community College District has repeatedly been commended as a way of providing this information. The model brings together data on: (1) the district's service area population, including the key demographic factors of age, gender and ethnic mix; educational levels; and English proficiency; (2) the characteristics of entering students, including age, gender, ethnicity, unit load status, educational background and goals, and financial aid status; (3) evaluation of student performance and of college programs and services; and (4) follow-up of transfer, occupational, and nonreturning students. Each study report emanating from the Student Flow Research effort is published in its full form, as an executive summary and as a series of overlays and graphics that can be used with a variety of internal and external audiences. The ability to demonstrate improvement in educational practices, and to follow students through the college's program to employment or transfer, benefits decision making at both the institutional and state levels. (AYC)

ED 279 407 PS 016 344

Katz, Lilian G.
Early Education: What Should Young Children Be Doing?
PUB DATE- 87
NOTE- 22p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Early Childhood Education; *Educational Malpractice; *Educational Objectives; Educational Practices; *Intellectual Experience; Interpersonal Competence; Learning; *Preschool Curriculum; *Social Development; *Student Projects; Teacher Role; Teaching Methods; Young Children
IDENTIFIERS- Academic Stress; *Dispositions (Psychology)

Contrasting academic and intellectual approaches to preschool programs, this review of current research and discussion of implications for improving educational practices, identifies conditions of children's environments that facilitate their development. The review centers on risks related to pressuring young children to acquire academic concepts and skills, including the possibility that early academic pressure may undermine the development of dispositions (i.e., characteristic ways of responding to experience across types of situations) to use acquired skills, may result in the use of a single teaching method and curriculum, and may increase children's feelings of incompetence. It is pointed out that the implementation of a "pushed down" elementary school curriculum reduces young children's opportunities to become engaged in interactive processes, processes known to be important for learning among young children. As an alternative to the academic approach, an interactive context for early learning is discussed in terms of the development of communicative competence, of the disposition to become deeply interested in an activity or concern, and of social competence guided, as needed, by teachers with specialized training in helping young children maximize the educative potential of interaction. The discussion of implications for preschool programs centers on the value of an intellectually oriented, project-based curriculum which strengthens children's dispositions to observe, experiment, inquire, and reconstruct aspects of their environment. (RH)

ED 279 422 PS 016 375

Class Size in Kindergarten through Grade Three: A Report to the Minnesota Legislature.
Minnesota State Dept. of Education, St. Paul.
PUB DATE- Jan 87
NOTE- 104p.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Information Analysis/State-of-the-Art Materials (070)

DESCRIPTORS- *Class Size; Educational Finance; Educational Improvement; *Elementary School Curriculum; Feasibility Studies; *Kindergarten; Literature Reviews; Mathematics Instruction; *Primary Education; Reading Instruction; School Districts; *Teacher Student Ratio; Writing Instruction
IDENTIFIERS- *Minnesota

Reported are the findings of a legislatively mandated study on reducing certain class sizes of grades kindergarten through three to an optimum pupil-teacher ratio for Minnesota's schools. This report, after defining terms, briefly surveys variables affected by class size, such as teaching processes and classroom climate. Research is subsequently placed in its historical context prior to a review of the findings of the two major groups contributing to the literature in the last decade (Glass and Smith, and the Educational Research Services, Inc. surveys) and three selected projects from Indiana, Tennessee, and Chicago, Illinois, that have statewide implications for Minnesota. Optimum class size in Minnesota is discussed through a review of research, public and professional opinion, and current practices in the 50 States. Discussion next addresses the legislature's request for information on the number of teachers required to reduce the size of reading, writing, and mathematics classes. This topic is discussed within the context of the State Board's new elementary rule, effective 1986-87, requiring that specific proportions of time be given to instruction in certain curriculum areas. The feasibility of reducing class sizes to an optimum pupil-teacher ratio in individual school districts is explored in a trend-revealing 2-year comparison of class sizes. Concluding remarks focus on alternatives to small classes. Related materials are appended: references to research, Minnesota class size data for 1985-86, and projected 1987-88 revenues for Minnesota's school districts. (RH)

ED 279 507 SE 047 772

Conway, Lorraine
Learning about Oceanography. Superific Science Book VII. A Good Apple Science Activity Book for Grades 5-8+.
REPORT NO.- ISBN-0-86653-066-5
PUB DATE- 82
NOTE- 73p.
AVAILABLE FROM- Good Apple, Inc., Box 299, Carthage, IL 62321-0299 (GA401; $5.95).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Earth Science; Ecology; Elementary Education; *Elementary School Science; Environmental Education; Experiential Learning; Intermediate Grades; Junior High Schools; *Marine Education; *Oceanography; *Science Activities; Science Education; Science Equipment; *Science Experiments; *Science Instruction; Water Resources

Based upon the recognition that the sea has great potential as a future source of energy, minerals, and water, this document was developed to provide students with learning experiences in oceanography. It contains background information about ocean tides, waves, chemistry, depths, and plant and animal life. The book provides the teacher with hands-on activities, experiments, drawings, and worksheet exercises that deal with such subjects as: (1) the topography of the sea; (2) ocean currents; (3) finding places by means of latitude and longitude; (4) salt from seawater; (5) ions in seawater; (6) a test for the chloride ion; (7) waves; (8) how depth affects water pressure; (9) making drift bottles and secchi discs; (10) measuring ocean depths and speed; (11) nautical terms; (12) icebergs; (13) the Titanic's message in radio code; (14) sailor's jargon; (15) endangered species of the sea; and (16) careers in oceanography. Included is a student certificate for being involved in the oceanography activities, reproducible handouts and quizzes, and an answer key. (TW)

ED 279 538 SE 047 806

Bishop, Cynthia, Ed.; Crowe, Deborah, Ed.

Science Fair Project Index 1981-1984.

Akron - Summit County Public Library, Ohio.
REPORT NO.- ISBN-0-8108-1892-2
PUB DATE- 86

NOTE- 692p.; Science Fair Project Index 1960-1972 is no longer in print. For 1973-1980 see SE 047 805.

AVAILABLE FROM- Scarecrow Press, Inc., P.O. Box 656, 52 Liberty St., Metuchen, NJ 08840 ($47.50).

LANGUAGE- English

Document Not Available from EDRS.

PUB TYPE- Reference Materials - Directories/Catalogs (132)

DESCRIPTORS- Elementary School Science; Extracurricular Activities; Indexes; Intermediate Grades; Junior High Schools; Science Education; *Science Experiments; *Science Fairs; *Science Projects; Secondary Education; *Secondary School Science; Student Projects

This second supplement to the "Science Fair Project Index 1960-1972" indexes science projects and experiments found in books and magazines published from 1981 through 1984. This index is intended for use by students in grade five through high school and by teachers who are involved in creating science fair projects. Emphasis is on actual projects, experiments, and techniques for the display of projects rather than on background information. Almost all areas of science and many areas of technology are covered. This book is arranged alphabetically by subject. The subject headings are derived from "Library of Congress Subject Headings," 9th edition. Under the subject headings, the individual experiment or project entries are arranged alphabetically by title, or in those cases in which an entire book has been indexed, by author. Information in each entry includes: author's last name; title of book or periodical; pages where the experiment can be found; and for periodicals, the volume number, pages, and date. A bibliography is also provided. (ML)

ED 279 196 FL 016 504

Lovik, Thomas A.
The Great Leap Forward: Stepping Cautiously into the Proficiency-Based Classroom.
PUB DATE- Nov 86
NOTE- 21p.; Paper presented at the Annual Meeting of the American Council on the Teaching of Foreign Languages (20th, Dallas, TX, November 21-23, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Classroom Techniques; College Second Language Programs; Comparative Analysis; *Competency Based Education; Conventional Instruction; *Educational Trends; Higher Education; Instructional Materials; *Language Proficiency; *Second Language Instruction; *Teaching Assistants; Teaching Methods; Teaching Models; Trend Analysis
IDENTIFIERS- *Michigan State University

As with any other development in foreign language education, it is critical that the elements of proficiency teaching be transferred to practitioners so that past mistakes, such as those made with the audiolingual method, are not repeated. Proficiency teaching must be carefully analyzed and critically presented to the next generation of teachers. This is one of the great responsibilities of university programs in selecting proficiency-oriented instruction and training teaching assistants (TAs). The resistance of colleagues and administrators to changing from the traditional method of foreign language teaching to a proficiency-based approach can be a major obstacle, but TAs can be instrumental in changing program directions. One university has developed a TA training program consisting of an orientation to the approach and a methods course emphasizing proficiency but urging the new TAs to compare methods. Four special problems of proficiency-oriented teaching include a lack of role models, lack of appropriate materials, increased need for teacher language proficiency, and departure from the traditional teacher-centered classroom. However, despite these problems, proficiency as an organizing principle can provide clear direction and cohesion in a foreign language education program, improve articulation between schools and colleges, and enable programs to generate interest in languages. (MSE)

ED 279 210 FL 016 527

Garner, Lucia Caycedo; And Others

Improved Training of Teaching Assistants through Inter-Departmental Cooperation.

PUB DATE- 87
NOTE- 26p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *College Second Language Programs; Cooperative Programs; *Departments; Educational Innovation; French; German; Higher Education; *Inservice Teacher Education; *Interdisciplinary Approach; Italian; *Job Training; Portuguese; Program Effectiveness; Second Language Instruction; Spanish; *Staff Orientation; State Universities; Teacher Education; *Teaching Assistants; Workshops
IDENTIFIERS- *University of Wisconsin Madison

This paper reports on an innovative five-day training program for foreign language teaching assistants (TAs) at the University of Wisconsin-Madison (UW). The program developed out of a perceived need to train graduate students better for the teaching profession and to develop colleague support. In the UW program, the French and Italian, German, and Spanish and Portuguese departments joined forces to offer a preregistration orientation workshop to incoming TAs. The five-day session was designed to provide classroom "survival skills" for teaching the courses immediately assigned them, sensitize TAs to the common fears and frustrations of beginning foreign language learners, begin to instill professional attitudes and attributes to be developed in later TA formal training, provide a forum for exchange on methods and techniques of the various departments, and allow TAs to concentrate solely on acquisition of teaching skills without the pressures and distractions of registration week. Evaluation of the early workshops found them to be useful in increasing TAs' pedagogical skills and knowledge. More recent programs have been somewhat reduced in scope and have been returned to registration week for reasons of funding, but the interdepartmental effort continues to offer a more balanced introduction to being a TA than previously. The appendices provide workshop materials: an agenda; a workshop evaluation form; and an introductory survey form for participants. (MSE)

ED 279 224 HE 020 057

Stern, Joyce D.
The Education Indicators Project in the U.S. Department of Education.
PUB DATE- Apr 86
NOTE- 28p.; Paper prepared for the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 1986). Best copy available. This document is a follow-up of ED 252 976.

LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Environment; Economic Factors; *Educational Assessment; Educational Finance; Educational Resources; Evaluation Criteria; *Federal Programs; *Higher Education; *Outcomes of Education; Political Influences; School Demography; School Effectiveness; *Student Evaluation
IDENTIFIERS- AAHE Assessment Forum; *Department of Education; *Indicators

The progress of the indicators project of the U.S. Department of Education is reported as a follow-up to a 1985 Department of Education publication, "Indicators of Education Status and Trends," which attempted to identify those items that could be considered as significant indices of the health of education in the United States. In addition to a working definition of an indicator, three categories of indicators are identified: outcomes, resources, and context. The indicators project has involved identification and assessment, analysis, and development. Identification and assessment involves search for data that meet the working definition of an indicator. Examples of surveys/studies that have produced indicators are considered, including the Fast Response Survey System, the National Assessment of Educational Progress, the Second International Mathematics Study, and the Gallup Poll. Examples of indicators that entail extensive analysis are also provided, including scores on the Scholastic Aptitude Test and the American College Testing Program. Development work of the indicators project has produced a new indicator, "school climate," and a major developmental effort has focused on postsecondary education indicators. Future directions for the indicators project are discussed. Appended is a summary of a November 1985 meeting of the Advisory Panel on Postsecondary Education and a list of advisory panel members. Tables and figures are provided. (SW)

ED 279 437 RC 015 800

Migrant Farmworkers on Virginia's Eastern Shore.
Virginia Advisory Committee to the U.S. Commission on Civil Rights, Richmond.
SPONS. AGENCY- Commission on Civil Rights, Washington, D.C.
PUB DATE- Nov 83
NOTE- 54p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Reports - General (140)
DESCRIPTORS- *Civil Rights; Federal Programs; *Living Standards; Migrant Education; Migrant Employment; Migrant Health Services; Migrant Housing; *Migrant Problems; *Migrant Workers; Nutrition; Quality of Life; Recruitment; State Programs; *Work Environment
IDENTIFIERS- *Virginia (Eastern Shore)

The living and working conditions of migrant farmworkers on the Eastern Shore of Virginia have been described as deplorable and possibly the worst in the nation. At the same time, growers in this region have complained of duplication, even triplication, of federal and state regulations designed to improve living and working conditions of these farmworkers and to protect their civil rights. A 1982 forum sponsored by the Virginia Advisory Committee to the United States Commission on Civil Rights and attended by government officials, growers, crewleaders, migrant farmworkers, and community service providers considered migrant living/working conditions, eligibility for programs/services, current levels of service, and civil rights problems/provisions, and made recommendations to improve conditions. Findings revealed that because no uniform method of counting/tracking migrants exists, planning programs and enforcement procedures is difficult; because growers refuse to recruit migrants through Virginia's Employment Commission, migrant protection is reduced; because many migrants are paid less than minimum wage and crewleaders fail to document/maintain wage records, migrants have difficulty qualifying for unemployment insurance; poor housing, poor nutrition, alcoholism, lack of recreation, and isolation adversely affect migrants' physical/mental health; and Virginia migrant education programs meet or exceed federal requirements. Agency responses are appended. (NEC)

ED 279 491 SE 047 755

Cline, David A.

Target Students in the Science Classroom: A Case Study.

Michigan State Univ., East Lansing. Inst. for Research on Teaching.
PUB DATE- Mar 86
NOTE- 29p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Case Studies; *Classroom Techniques; Grade 9; Junior High Schools; Physical Sciences; Questioning Techniques; Science Education; *Science Instruction; Secondary Education; *Secondary School Science; *Teacher Behavior; *Teacher Student Relationship; *Teaching Methods
IDENTIFIERS- *Science Education Research

Using a case study approach, this study focuses on a physical science teacher's method of pacing instruction and the use of target students. This report includes an examination of: (1) the teacher's perceptions of the target students in the science class; (2) possible reasons for certain students being target students; and (3) types of questions that students received. With the intention of obtaining information on the basic management of the classroom, the investigation centered on what patterns of turn taking exist in a ninth-grade physical science classroom. Also reviewed are the views of the observed teacher and an analysis of the teacher's behavior based on observational data and the perceptions of the teachers. Implications for instruction and research are discussed. (ML)

Otto, Paul B.

Don't Overlook Writing as an Activity in the Elementary Science Classroom.

PUB DATE- 87
NOTE- 11p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Elementary Education; *Elementary School Science; *Interdisciplinary Approach; *Learning Activities; Science Activities; Science Education; *Science Instruction; Skill Development; *Writing (Composition); Writing Exercises

The legitimacy of writing as a science activity is supported in this paper and ways of incorporating it in an elementary science program are suggested. Reasons are delineated on how writing can help students improve their skills in the areas of critical thinking, problem solving, questioning, and concept clarification. Specific activities are offered for classroom use. These include exercises dealing with: (1) the use of fantasies; (2) science fiction writing; (3) story endings; and (4) science, technology and society themes. Sources of additional ideas of writing activities are also identified. A list of 16 references is included. (ML)

ED 279 239 HE 020 074

Ellerbrock, Michael J.
The Teacher/Scientist: From Trainer to Educator.
PUB DATE- 86
NOTE- 11p.; Paper presented at the Regional Conference on University Teaching (2nd, Las Cruces, NM, January 8-10, 1986). For complete proceedings, see ED 276 328.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Change Strategies; College Faculty; *College Role; Educational Change; *Educational Objectives; General Education; Higher Education; *Liberal Arts; Religion; School Business Relationship; Sciences; Specialization; Teacher Role; *Undergraduate Study

Problems and issues in U.S. undergraduate education are identified, and 10 recommendations for improvement are offered. Specific reference is made to agriculture faculty. Problems and issues include: current emphasis on academic specialization rather than the development of integrated, holistic students; the purpose of a liberal education versus the specialized needs of corporate employers; and the relationship of science and religion. Suggestions include: faculty members should be simultaneously generalists and specialists; writing should be a natural pursuit of a scholarly person; faculty development activities should support breadth in the professor and the curriculum; policymakers need to reaffirm and support teaching as the foremost function of a university; state colleges should concentrate on general education and/or a few strong disciplines and try not to compete with the comprehensiveness or research orientation of large flagship institutions; undergraduate programs, with emphasis on liberal arts and critical thinking, should be distinct from graduate programs, with their emphasis on advancement of technical skills. (SW)

ED 279 253 HE 020 088

Brentlinger, W. Brock
Curricula for the Twenty-First Century.
PUB DATE- Jan 86
NOTE- 12p.; Paper presented at the Regional Conference on University Teaching (2nd, Las Cruces, NM, January 8-10, 1986). For complete proceedings, see ED 276 328.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Curriculum; *Curriculum Development; *Educational Change; Educational Objectives; Employment Patterns; *Futures (of Society); Higher Education; Social Change; Student Development; *Undergraduate Study

Curricular change for colleges for the twenty-first century is addressed. It is argued that the simple presentation of facts and solutions in schooling must be altered. Students must be prepared for an adaptive mode of living and learning since jobs may change drastically every 5 to 10 years. Criteria that can be used to judge curricula for the future include: emphasis on skills of decision-making, problem-solving, creating, evaluating, analyzing, and acting; educating students to contend with problems that do not now exist by learning to deal with the unknown and to structure problems so as to grasp what the result will be and then work for change; attending to how knowledge is created and to methods and styles of inquiry that have led to its creation; provision for substantial individuality within each student's degree program; teaching students to classify information, to change categories, to move from concrete to abstract and back, and to synthesize information realistically; and recognition of a coming leisure society that emphasizes interpersonal relations and human development. Changes that are predicted for the future are also addressed. (SW)

ED 279 296 IR 012 532

Supported Self-Study. CET Information Sheet 12.
Council for Educational Technology, London (England).
PUB DATE- Jul 86
NOTE- 15p.
AVAILABLE FROM- Council for Educational Technology, 3 Devonshire Street, London W1N 2BA, England.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Developed Nations; *Educational Resources; Foreign Countries; *Independent Study; *Individualized Instruction; Information Technology; Interactive Video; Learning Processes; Secondary Education; *Secondary School Students; Teacher Role; *Tutoring
IDENTIFIERS- *Supported Self Study (England); *United Kingdom

This summary of Council for Educational Technology (CET) activities begins by describing supported self-study, which is offered to secondary school pupils so that they will become more actively involved in the learning processes; find their work more adaptable to their individual needs; and learn how to become more responsible for their own learning. The benefits of supported self-study for pupils, teachers, schools, and local education agencies are outlined, and the three elements considered essential for the support of self-study--i.e., tutoring, resources and management--are discussed in detail. The dates and types of activities involved in three phases of a CET project are noted. This information sheet concludes with descriptions of resources on supported self-study, including publications that have resulted from the project, and a selected bibliography. (DJR)

ED 279 394 PS 016 268

Caldwell, Bettye M.
Early Childhood: Global Issues, Global Challenges.
PUB DATE- 82
NOTE- 15p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Childrens Rights; Curriculum Development; Day Care; Developmental Continuity; Disabilities; *Early Childhood Education; *Educational Development; Family Life; Global Approach; Infants; Parent Participation; Program Effectiveness; Social Support Groups
IDENTIFIERS- *International Trends; Public Awareness

An informal and minimally organized international early childhood movement has slowly arisen from a combination of intellectual and social antecedents. Several reasons for the emergence of this movement can be cited: recognition of the crucial nature of the early years of life for children's social development and cognitive development; changes in family structure and family characteristics; increasing commitment to children's rights; and the recognition that other needed intervention services, such as those for clinically malnourished children, are less valuable without an educational or developmental component. Major currents of action in the area of early childhood education which represent current global trends include: (1) merger between early education and day care; (2) recognition that early education extends to include infancy; (3) concern with curriculum development; (4) recognition that the curriculum imparts values as well as skills; (5) the development of programs for young children with disabilities; (6) concern for developmental continuity between early childhood and subsequent education; (7) increasing parent involvement; (8) finding ways to provide support services to improve family life; (9) new appreciation of the importance of program evaluation; and (10) concern with increasing public perception of the positive value of early childhood education. (RH)

ED 279 450 RC 016 113

Mote, Leona L.; And Others
Career Training: Strategies for Training Disadvantaged, Rural Youth.
PUB DATE- Oct 86
NOTE- 12p.; Paper presented at the Annual Conference of the National Rural and Small Schools Consortium (Bellingham, WA, October 7-10, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Basic Skills; *Career Guidance; Disabilities; Economically Disadvantaged; Females; *Job Skills; Job Training; Outcomes of Education; Program Descriptions; Program Effectiveness; *Rural Education; *Rural Youth; Secondary Education; Self Esteem; Student Development; *Vocational Education
IDENTIFIERS- Job Training Partnership Act 1982; *Tennessee (Loudon County)

A career training program funded by the Job Training Partnership Act was developed in Loudon County, Tennessee, to alleviate the stresses that are described in the hypothesis that occupational aspirations and expectations are lower for rural, female, economically disadvantaged, and handicapped youth than they are for other youth. To participate, students had to be from a family living below current poverty levels or have a handicapping condition, registered at one of three county high schools and enrolled in a vocational class, age 16 or older, able to read at grade 5 or 6 level, willing to attend/participate in class sessions, and willing to take all pre/post tests. In groups of 9 or 10, students attended 2-hour sessions for 36 weeks and met for at least 4 individual conferences. After assessment and maturity, and

basic education competencies. Students were evaluated by the career training instructor, vocational instructor, and employer on a monthly basis. In 3 years, the program has served a total of 170 students, 143 of whom were seniors and/or had been in school 12 or more years. Follow-up of 2-year participants revealed that at 90 or 180 days, 68% retained their initial jobs or moved up to better positions. One year after program exit, 86% were employed. (NEC)

ED 279 464 RC 016 136

Doeksen, Gerald A.; Peterson, Janet
Critical Issues in the Delivery of Local Government Services in Rural America.
Economic Research Service (DOA), Washington, DC. Agriculture and Rural Economics Div.
REPORT NO.- AGES860917
PUB DATE- Jan 87
NOTE- 28p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Budgeting; Change; *Community Services; Crime Prevention; *Delivery Systems; Elementary Secondary Education; Fire Protection; Hospitals; Literature Reviews; *Local Government; *Local Issues; *Research Needs; *Rural Areas; Rural Development; Rural Education; Solid Wastes; Water Treatment

Technological changes, an increase in demand for quality community services, and environmental controls have created conditions of continual change in the delivery of rural services. This report summarizes economic theory on community service delivery, reviews economic literature on specific community services, and identifies research gaps and public policy issues. Specific community service topics include education, rural water systems, crime and police protection, fire protection, hospitals, and solid waste. For each topic, current literature on production functions and economies of size is reviewed, revealing many research gaps. Research issues related to production functions and cost curves which are discussed include the need for data, output and inputs, technology, regulations and policy, and new theory. Research priorities identified are: maintaining current community service facility budgets and expanding production function research to include a current data base, further clarification between inputs and outputs, evaluation of alternative proposed policies, and new theories for delivery of community services. Conclusions suggest research results need to be transferred to extension agencies in a form easily understood and usable and reports to congressional committees must clearly state effects of the policy and be based on sound economic principles. The 79 references cited in the literature review are listed. (NEC)

ED 279 523 SE 047 791

Runco, Mark A.; And Others
Creativity, Extracurricular Activity, and Divergent Thinking as Predictors of Mathematics and Science Performance by Talented Adolescents.

PUB DATE- Feb 87
NOTE- 16p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Creativity Tests; Educational Research; High Schools; *Prediction; *Secondary School Mathematics; *Secondary School Science; *Talent; Test Theory
IDENTIFIERS- *Mathematics Education Research; *Science Education Research

This study examined four measures of creativity as predictors of mathematics and science performance in a program for talented high school students (N=29). Correlational analyses indicated that the How Do You Think Test (HDYT) and ratings on the Teachers' Evaluation of Students' Creativity (TESC) were predictive of the students' performance in the Student Science Training Program (SSTP) at the University of Hawaii. Preliminary Scholastic Aptitude Test in Mathematics (PSAT-M) scores were also positively correlated with participants' performance. Additionally, scores from the HDYT

test were significantly different in high- and low-performance groups even after controlling for differences in PSAT-M scores. These findings suggest that the HDYT test be used in the selection of participants for this program. (Author/MNS)

ED 279 268 HE 020 103

Eble, Kenneth E.
The Craft of Teaching. A Guide to Mastering the Professor's Art.
REPORT NO.- ISBN-0-87589-284-1
PUB DATE- 76
NOTE- 179p.; Eighth Printing, 1984.
AVAILABLE FROM- Jossey-Bass Inc., Publishers, 433 California Street, San Francisco, CA 94104-2091 ($19.95).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Books (010) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Academic Advising; Assignments; Beginning Teachers; *Classroom Techniques; *College Faculty; *College Instruction; Computer Assisted Instruction; Discussion (Teaching Technique); Educational Testing; Grading; Graduate Study; Higher Education; Individualized Instruction; Lecture Method; *Preservice Teacher Education; Seminars; *Teacher Attitudes; Teacher Student Relationship; *Teaching Methods; Teaching Skills; Textbook Selection

College teaching, teaching skills, and practical problems are considered. The emphasis on subject matter specialization in graduate school and effects on the preparation of college teachers are considered, along with suggestions about what beginning college teachers need to know beyond subject matter training. After briefly considering assumptions teachers make and the attitudes and skills they need to develop, consideration is given to what the classroom setting has to offer and its disadvantages, beginning a new class, and establishing classroom atmosphere. Additional topics include: lecture preparation; good and bad lectures; discussion as a teaching technique; seminars, tutorials, and advising; the nonclassroom teaching approaches of individualized self-pacing instruction and instructional systems linked to technology; choosing textbooks and how to use them; written assignments and other possible requirements; reasons for testing, testing methods, and results obtained from testing; controversies over grades and how to grade; cheating; confrontations between teachers and students; dealing with a bad class; and teacher conduct and accusations made about the teacher. (SW)

ED 279 282 HE 020 130

Anderson, David S.; Janosik, Steven M.
Collegiate Alcohol Management Guide for Student Organizations.
Campus Alcohol Consultations, Washington, DC.
PUB DATE- 86
NOTE- 8p.; For related documents, see HE 020 134-136.
AVAILABLE FROM- Campus Alcohol Consultations, P.O. Box 65557, Washington, DC 20035 ($3.50 per copy; $3.00 per copy for 10 or more; $2.50 per copy for 50 or more; $2.00 per copy for 100 or more).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Alcohol Education; *Alcoholic Beverages; Check Lists; *College Students; *Drinking; Higher Education; *Legal Responsibility; Needs Assessment; *Recreational Activities; Social Organizations; *Student Organizations

An alcohol management checklist is presented to help student organizations that participate in or conduct alcohol-related activities (i.e., fraternities, sororities, residence hall councils, campus clubs). Student organizations that sponsor social activities that involve alcoholic beverages are vulnerable to lawsuits when accidents or injuries occur. This guide for student organizations was adapted from "The Collegiate Alcohol Risk Assessment Guide." An affirmative response to a question on the checklist indicates that the organization is addressing the desired issue, while a negative response identifies an area for further attention and development. The 92-item checklist covers: policy, procedures, preparation for social events, implementation of social events, personnel, group environment, education, and intervention. (SW)

ED 279 310 IR 012 553

Smith, Gary R.
Successes and Failures with Some Data Bases.
PUB DATE- 13 Mar 86
NOTE- 19p.; Paper presented at the Annual Conference of the Michigan Association for Computer Users in Learning (Grand Rapids, MI, March 13, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at.. " (150)
DESCRIPTORS- Computer Software; *Databases; Elementary Secondary Education; Higher Education; *Information Retrieval; *Information Services; Public Schools; Schools of Education; *Search Strategies; Statistical Analysis; User Satisfaction (Information)
IDENTIFIERS- Computer Based Resource Units; ERIC; Michigan Educational Assessment Program; Michigan Professional Personnel Register; *Wayne State University MI

Conducted over the past 15 years by the College of Education at Wayne State University (WSU), the studies of several databases that are described in this paper were designed for the specific purpose of providing factual information related to the problems of education in the public schools and in higher education. As a matter of precept the study was carried out on the following lines: (1) only databases that are in the public domain were used; (2) efforts were made to gather the original documents identified by searching the databases; (3) existing software was used with a database when it was available; and (4) descriptive statistics were used in the analysis of data. Descriptions of the use of five databases at WSU--the Educational Resources Information Center (ERIC); the Michigan Professional Personnel Register (MPPR); Computer Based Resource Units; the Michigan Educational Assessment Program (MEAP); and the WSU College of Education Data Base--include explanations of how they were developed for use at the site, and comments on the successes and failures experienced in their use. The 26 references cited include sources that provide detailed descriptions of various studies conducted at WSU and their results. (DJR)

ED 279 324 IR 051 795

Didier, Elaine K.

Changing Patterns of Information Storage and Retrieval in American Libraries and Educational Resource Centers.

PUB DATE- Oct 86
NOTE- 14p.; Paper presented at EDUTEC '86, the All Japan Annual Education Technology Congress (12th, Tokyo, Japan, October 25-27, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Libraries; Delivery Systems; Electronic Publishing; Higher Education; *Information Retrieval; *Information Storage; *Learning Resources Centers; Library Automation; Library Networks; Online Searching; Optical Disks; *Research Libraries; *Technological Advancement; Users (Information)
IDENTIFIERS- Document Delivery Systems

At most schools and universities, the traditional roles of the library and computing services organizations have begun to converge as the technologies they use to store, transmit, and retrieve information and, in some cases, the information itself, become increasingly similar. Examples of the changing patterns of information storage and retrieval in libraries and educational resource centers in the United States include the use of optical disk technology; direct end-user searching of online databases; library networks; the automation of library processes such as acquisitions, cataloging, serials control, and circulation; the electronic delivery of information; and the development of electronic publishing. Several issues surround these changing patterns, including the high cost of the new technologies; increased user expectations; changing definitions of "library" and "collection"; intellectual property rights; lack of standardization of format, equipment, and search protocols; and the increasing need for training. In view of these changes, the major challenge facing the field of educational technology is to take a leadership role in applying these new information technologies to users and learners at all levels and in all settings. (KM)

ED 279 338 IR 051 809

Gray, John, Ed.
Library Services in Distance Education. Proceedings of a National Seminar (Adelaide, Australia, August 22-23, 1985).
South Australian Coll. of Advanced Education, Adelaide. City/Underdale Campus.
REPORT NO.- ISBN-0-908087-27-6
PUB DATE- 86
NOTE- 104p.
AVAILABLE FROM- Library Publications, South Australian College of Advanced Education, Holbrooks Road, Underdale 5032, Australia.
LANGUAGE- English

EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Continuing Education; Developed Nations; *Distance Education; Foreign Countries; Higher Education; Library Instruction; *Library Services; Reference Services; Student Attitudes; *Student Needs
IDENTIFIERS- *Australia; *External Students (Australia); Open University (Great Britain); Riverina College (Australia); South Australian College of Advanced Education

This seminar addressed various aspects of the provision of library and other services to external students. Resolutions carried at the end of the seminar are noted, and the full text is provided for the opening address, which summarizes the activities of the Commonwealth Tertiary Education Commission Standing Committee on External Studies, and the following seminar papers: (1) "Guidelines and Guidance--Galvanizing the Library Service" (C. Crocker); (2) "Library Support in the Open University" (K. Harry); (3) "The William Merrylees Library and External Students" (V. Muldins); (4) "SACAE (South Australian College of Advanced Education) Library Services to External Students" (J. Gray); (5) "Library Services to External Students in the Australian Regional Colleges" (J. Martin); (6) "Student Support in Lightly Populated Regions" (D. Meakin); (7) "Reference Services for External Students" (M. Maticka); (8) "The External Students' Perception of Formal Reader Education Programs" (C. Grimison); and (9) "The Winter-Cameron Report Two Years On" (M. Cameron). Biographical notes on the speakers and chairpersons and a listing of seminar participants are also included. Most of these papers describe services provided by Australian universities and colleges, but papers on programs at the Open Learning Institute in British Columbia and the British Open University are included. (KM)

ED 279 352 JC 840 546

Rahaim, Charlotte
Field-Based Doctoral Program for Community College Personnel: The First Five Years.
Massachusetts Univ., Amherst. School of Education.
PUB DATE- 83
NOTE- 21p.; Prepared in conjunction with the Massachussetts Community Colleges.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Reports - Evaluative/Feasibility (142) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Community Colleges; Doctoral Dissertations; *Doctoral Programs; *Field Experience Programs; Followup Studies; Graduate Students; Graduate Surveys; Higher Education; *Outcomes of Education; Participant Satisfaction; *Postsecondary Education as a Field of Study; Program Evaluation; Questionnaires

This evaluative report focuses on the University of Massachusetts at Amherst's field-based doctoral program, which was designed to educate potential and current community college personnel. First, introductory material describes the community college system in Massachusetts, explains the impetus for the creation of the doctoral program, discusses the contributions of various scholars, legislators, and educators in the development of the program, and lists National Advisory Board Members. After describing how entering classes are selected and formed, the next section lists the courses, speakers, and activities associated with each of the 3 years of the program. Next, results of a survey of 107 former and current program students are presented, highlighting students' characteristics; objectives; perceptions of the impact the program had on their educational and professional lives; and recommendations for changes. A listing of program graduates and their dissertation topics is followed by a summary of program outcomes. Information on current students and faculty and the survey instrument are included. (LAL)

ED 279 366 JC 870 115

Jones, Randall D.
Planning for Change: Fall 1985 Enrollment Update.
Los Rios Community Coll. District, Sacramento, CA. Office of Planning and Research.
PUB DATE- Jan 86
NOTE- 66p.; For additional reports in this series, see ED 243 530, JC 870 114, and JC 870 152.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Numerical/Quantitative Data (110)
DESCRIPTORS- Age; *College Planning; Community Colleges; Credit Courses; Day Students; *Enrollment Trends; Ethnicity; Evening Students; *Full Time Students; *Part Time Students; *School Demography; *Student Characteristics; Trend Analysis; Two Year Colleges; *Two Year College Students

This third report in the "Planning for Change" series presents an analysis of demographics and enrollments in the including profiles of full-time, mid-load, and light-load students. The first sections of the report offer information on LRCCD's "Planning for Change" report series and describe the district's outreach programs. The next section contains fall 1985 enrollment data, covering weekly student contact hours, day/evening attendance, credit load, ethnicity, age, and sex for the district as a whole. Next, student profiles are presented by unit load, indicating that: (1) light-load students comprised 43% of the fall 1985 student body, were the oldest of the three groups, and included a higher proportion of Whites and lower proportions of Asians, Blacks, and foreign students; (2) mid-load students made up 32% of the student body, had an average age of 26 years, attended primarily for transfer-related reasons, and had the lowest proportion of "undecided" majors on admission; and (3) full-time students comprised 25% of the student body, were least likely to hold college degrees upon admission, carried an average of 13.9 units, and primarily attended day classes only. Finally, the data's implications for planning and data for each LRCCD college are presented. (EJV)

ED 279 380 JC 870 139

Hankin, Joseph N.
Affirmative Action and Inaction: The Status of Minorities and Women at Public Two-Year Colleges in New York State and the Nation. Rockefeller Institute Working Papers, Number 24, Fall 1986.
State Univ. of New York, Albany. Nelson A. Rockefeller Inst. of Government.
PUB DATE- Nov 86
NOTE- 14p.
AVAILABLE FROM- Nelson A. Rockefeller Institute of Government, State University of New York, 411 State Street, Albany, NY 12203 ($1.00)
LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Numerical/Quantitative Data (110)
DESCRIPTORS- *Administrators; *Affirmative Action; *College Faculty; *Community Colleges; Compliance (Legal); Equal Opportunities (Jobs); *Females; Minority Groups; *Minority Group Teachers; National Surveys; Statistical Data; Two Year Colleges

A study was conducted to determine the extent to which women and minorities were employed as administrators and faculty members at two-year colleges. State directors of two-year colleges and individual institutions provided data representing 770 public two-year colleges in 48 states. Study findings included the following: (1) the percentage of female and minority administrators rose from 25.66% in 1975 to 39.16% in 1983; (2) faculties showed a more modest increase from 39.23% in 1975 to 42.86% in 1983; (3) 145 public two-year community colleges had no minority administrators, 30 had no female administrators, and 21 had neither a minority nor a female administrator; (4) there were no minority faculty members at 63 campuses and no women faculty members at one college; (5) 23 of the colleges with no minority faculty members had no minority administrators either; and (6) although New York compared favorably to the rest of the nation in terms of the employment of female administrators and faculty, the state fell far short of national averages with respect to minorities. The study report includes recommendations for improving minority and female representation on two-year college faculties and administrations. (EJV)

ED 279 408 PS 016 345

Stamm, Susan
The Effects of Child Abuse on the Cognitive, Emotional, and Social Development of Children.
PUB DATE- Nov 86
NOTE- 40p.; Exit Project, Indiana University at South Bend.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Academic Achievement; Annotated Bibliographies; *Child Abuse; *Child Development; Children; *Cognitive Development; *Emotional Development; Emotional Problems; Interpersonal Competence; Literature Reviews; *Social Development

This document provides an annotated bibliography of 24 empirical studies of child abuse and a summary of the findings. Annotations are organized in three sections covering effects of child abuse on children's cognitive, emotional, and social development. A 5-page summary of research findings generally indicated that abused children possessed serious deficits in comparison to their nonabused peers. Deficits were related to cognitive, emotional, and social development. Abused children tended to be intellectually disadvantaged as measured by in- telligence tests, academic achievement, and readiness to learn. They were characterized by extremely low self-concepts, emotional maladjustment, and an inability to interact positively with their peers and teachers. Abused children also exhibited behavior problems, such as restlessness, hyperactivity, antisocial and delinquent behaviors. (Recommendations for child protective interventions by educators are listed.) (RH)

ED 279 477 RC 016 150

Gatewood, Elizabeth J.; DeLargy, Paul F.
School-Based Businesses in Georgia.
PUB DATE- 85
NOTE- 17p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Business Education; Educational Objectives; Employment Opportunities; *Entrepreneurship; *Experiential Learning; Program Descriptions; Relevance (Education); Rural Areas; Rural Education; School Business Relationship; Secondary Education; Small Businesses; Student Employment; Success; Vocational Education; *Work Experience Programs
IDENTIFIERS- *Georgia; School Based Career Education; *School Based Enterprises

A school-based business program in Georgia is attempting to broaden the education of high school students by making them more aware of the role of small business in the United States economy and the economic possibilities offered by entrepreneurship. Goals of school-based businesses are to create profit-making enterprises that meet unfilled needs of the community; provide employment opportunities to students; generate/attract income-producing opportunities to the community; provide a vehicle for entrepreneurial training and academic development; and have a positive impact on curriculum and other aspects of the educational system. Secondary school-based businesses started in Georgia are varied: day-care center, feeder pig operation, construction company, quick print shop, T-shirt printing shop, and sheep raising operation. A tourist train, tourist retail shop, and goat dairy are planned. A university export trading company has been incorporated. Success has been varied. Difficulties inherent in the concept include achieving adequate leadership to insure project success, gaining community support through avoidance of local business competition, gaining the crucial support of administrators unfamiliar with the concept, obtaining funding, and tailoring each school-based business to local needs. School-based enterprises hold promise as a model that provides academic experience while promoting entrepreneurship, self-employment, and small business development. (Author/NEC)

ED 279 492 SE 047 757

Fox, Joan; And Others
Comprehensive Instructional Management System (CIMS). A Cyclical Mathematics Curriculum. Workbook Part 1. Experimental. Level 4.
New York City Board of Education, Brooklyn, N.Y. Div. of Curriculum and Instruction.
REPORT NO.- Curric-03-2004-23; ISBN-88315-529-X
PUB DATE- 86
NOTE- 121p.; For Part 2 workbook, see SE 047 758; for teacher manuals, see SE 047 759-760.
AVAILABLE FROM- New York City Board of Education, Curriculum Editorial and Production Unit, Office of Curriculum Development and Support, Room 613, 131 Livingston St., Brooklyn, NY 11201.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Drills (Practice); *Educational Objectives; *Elementary School Mathematics; Grade 4; *Instructional Materials; Intermediate Grades; *Mathematics Curriculum; *Mathematics Instruction; Teacher Developed Materials; Workbooks
IDENTIFIERS- New York City Board of Education

The activities in this workbook are designed to provide pupils with practice in mastering the performance objectives of the Comprehensive Instructional Management System in mathematics for Level 4, Part 1, in New York City schools. It follows the sequence of the teacher's manual, with the objective number listed on each page. Over 85 performance objectives are listed, followed by worksheets for pupils. (MNS)

ED 279 508 SE 047 775

Chemistry in the Kindergarten-through-Ninth-Grade Curricula: Report with Recommendations. Final Report of the 1982 Invitational Education Workshop (Reston, Virginia, December 3-5, 1982).

SPONS. AGENCY- American Chemical Society, Washington, D.C.
PUB DATE- Aug 83
NOTE- 22p.
AVAILABLE FROM- American Chemical Society, Education Division, 1155 Sixteenth St., NW, Washington, DC 20036.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- *Chemistry; Elementary Education; *Elementary School Science; Inservice Teacher Education; Instructional Improvement; Junior High Schools; Preservice Teacher Education; *School Business Relationship; *Science Curriculum; Science Education; *Science Instruction; Science Teachers; *Secondary School Science; Teacher Improvement
IDENTIFIERS- *American Chemical Society; Chemists

The American Chemical Society (ACS) sponsored a workshop for 32 invited participants to consider chemistry instruction in the kindergarten-through-ninth-grade curricula. This document represents the final report of the conference to the ACS Committee on Chemical Education. An introduction presents an overview of the conference and perspectives on K-9 science education. Specific recommendations follow, and are categorized as: (1) implementation strategies; (2) the K-9 science curriculum; (3) in-service teacher education; (4) preservice teacher education; and (5) general conclusions. The texts of the plenary addresses delivered to the participants are also provided. These include "The Status and the Problems of K-9 Science" (Robert E. Yager); "What to Do about Science in the Elementary School" (Mary Budd Rowe); and "Thoughts on Designing a K-9 Chemistry Curriculum" (J. Arthur Campbell). The document also contains a bibliography and a list of the speakers and participants. (TW)

ED 279 539 SE 047 807

Consultation Meeting on Pilot Project "Technology in General Education." Beijing, 3-5 April 1984. Final Report.

United Nations Educational, Scientific, and Cultural Organization, Paris (France).

REPORT NO.- ED-84/WS/86

PUB DATE- Nov 84

NOTE- 20p.

AVAILABLE FROM- Unesco Press, 7 place de Fontenoy, 75700 Paris, France.

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Collected Works - Proceedings (021)

DESCRIPTORS- Foreign Countries; *General Education; Integrated Curriculum; International Cooperation; *International Educational Exchange; *Science and Society; Science Education; *Science Programs; Secondary Education; *Secondary School Science; *Technological Literacy

IDENTIFIERS- Australia; China; India; Philippines; *UNESCO

As part of Unesco's program in science and technology, a pilot project on "Technology in General Education" was cooperatively initiated by Australia, China, India, and the Philippines. The major objective of this project was to develop methods and materials for technology teaching as part of the general education and was expected to cover the secondary school level including out-of-school activities related to technology. This document reviews the results of a consultation meeting on the progress of this pilot project. The procedures and experiences of the project are reviewed for each of the four participating countries. Perspectives are also offered on: (1) guidelines for identification of basic content; (2) resources and constraints; (3) approaches to technological education; (4) education in, about, and through technology; (5) organization of the curriculum; (6) teaching methods; (7) teacher preparation and in-service courses; and (8) assessment and evaluation procedures. (ML)

SO

ED 279 557 SO 017 505

Brzezinski, Zbigniew, Ed.; And Others
Promise or Peril: The Strategic Defense Initiative.
Ethics and Public Policy Center, Washington, DC.
REPORT NO.- ISBN-0-89633-104-0
PUB DATE- 86
NOTE- 468p.
AVAILABLE FROM- Ethics and Public Policy Center, 1030 Fifteenth
Street, NW, Washington, DC 20005 ($14.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Historical Materials (060) Reports - Descriptive

(Program/Project Descriptions) (141)
DESCRIPTORS- Armed Forces; Conflict; *Disarmament; Foreign Countries; Higher Education; *International Relations; Military Organizations; Modern History; National Defense; *National Security; *Nuclear Warfare; *Treaties; War; World Problems
IDENTIFIERS- *Strategic Defense Initiative; *USSR

The major policy debate touched off by President Reagan's March 1983 speech announcing the Strategic Defense Initiative (SDI) was the reopening of one that had begun 35 years before. Then and now the ultimate question is what kind of strategic posture is most likely to contribute to mutual strategic stability? The answer is central to national survival and has profound ethical implications. A strategic posture that safeguards peace by the threat of annihilation, one that bases national defense on the threat of killing scores of millions of people, is ethically troubling, morally corrosive, and dehumanizing. This volume of 35 essays by statesmen, scholars, and strategic analysts seeks to give the reader a comprehensive picture of the key issues surrounding strategic defense. Part 1 traces the historical antecedents of today's debate over strategic defense. Part 2 provides a spectrum of views on whether a strategic defense system is technically feasible and strategically advisable. Part 3 documents the complete transformation of the Soviet Union's public position on strategic defense, while showing that its programs to develop such weapons systems have been unaffected by that reversal. Part 4 examines the implications of strategic defense for the Western alliance. Part 5 presents the debate about whether SDI enhances or diminishes the prospect for verifiable arms control. And Part 6 looks at moral aspects of strategic defense. Also included are an appendix with the text of the 1972 ABM treaty, a chronology relating technological, political, and strategic developments from the 1930s to the present, a glossary of terms used in the book, a bibliography, and an index of names. (BZ)

ED 279 165 FL 016 473

Ryan, Marianne
Fairview German Bilingual School: A Successful Model for Elementary-School, Second-Language Learning, Part II. Laying the Foundation: German in the First Grade.
PUB DATE- Mar 85
NOTE- 19p.; Paper presented at an International Conference on Second/Foreign Language Acquisition by Children (Oklahoma City, OK, March 29-30, 1985). For related document, see FL 016 472.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Audiolingual Skills; *Bilingual Education Programs; Cultural Background; Curriculum Design; *Elementary School Curriculum; Experimental Programs; *German; Grade 1; *Immersion Programs; Instructional Materials; *Intensive Language Courses; *Magnet Schools; Multicultural Education; Nontraditional Education; Primary Education; Public Schools; Second Language Instruction
IDENTIFIERS- *Cincinnati Public Schools OH

The first grade program of the Fairview German Bilingual School, the elementary (K-5) segment of the Cincinnati public school system's German bilingual alternative program, is described. The school provides intensive second-language instruction in German for monolingual English-speaking children with bilingualism as the objective. The school is racially, ethnically, and socioeconomically diverse, a characteristic that is emphasized in the curriculum and in classroom interaction. In first grade, 50 minutes a day are devoted to language instruction. The entire class has 30 minutes of instruction each afternoon, and on alternating mornings, half the class has 40 minutes of immersion. The curriculum is entirely oral and fosters comprehension and speaking skills. The four first grade classes fill the entire teaching schedule of one German teacher, who has a classroom to which the students travel. The school's German specialists, who do not have elementary teaching certificates, use complete lesson-plan syllabi designed for each grade by the original program coordinators and giving precise directives for daily instructional activities. A curriculum designed in Germany for foreign-born immigrant children is used. Independent sentence construction emerges in mid-year among the ablest students. A solid foundation for comprehension and communication is laid in first grade. A five-page annotated bibliography concludes the document. (MSE)

ED 279 181 FL 016 489

Thavenius, Cecilia
Pronominal Chains in English Conversation.
PUB DATE- 84
NOTE- 12p.; In: Ringbom, Hakan, Ed,; Rissanen, Matti, Ed. Proceeding
from the Nordic Conference for English Studies (2nd,
Hanasaari/Hanaholmen, Finland, May 19-21, 1983); see FL 016 498.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conferenc
Papers, "Papers Presented at..." (150)
DESCRIPTORS- Coherence; Cohesion (Written Composition); Comparative
Analysis; Discourse Analysis; *English; *Language Patterns;
Language Research; Language Usage; *Oral Language; *Pronouns;
Semantics; Standard Spoken Usage; Syntax; *Word Frequency; *Written
Language
IDENTIFIERS- Referents (Linguistics); *Spontaneous Speech

A study of the functions and structure of referential third- person pronominal chains in spontaneous English conversation as compared to those in written English is discussed. The study found the frequencies of these pronouns and of their chains to be generally much higher in the spoken corpus than in the written corpus. In the spoken corpus, "it" chains were the most common, "she" chains were the least common, and most were endophoric. In the written corpus, "they" chains were the most common and "she" chains the least common, and all were endophoric. Spoken chains were longer than written chains and contained more tokens, which can be explained at least in part by factors in the context of situation. It was also found that chain length was closely related to the number of pronouns per chain, and that the range for chain length was much larger in conversation. The study concludes that differences in the use of pronominal chains in conversation and writing are due to differences in referential strategy: while a speaker in conversation makes pragmatic word choices and has no real wish to vary his words, a writer makes stylistic choices and aims at variation in the written product, which acts as a constraint on the use of pronominal chains. (MSE)

ED 279 225 HE 020 058

CLAST (College Level Academic Skills Test) Test Administration Plan, 1985-86.

Florida State Dept. of Education, Tallahassee.

PUB DATE- 86
NOTE- 44p.
LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Achievement Tests; College Students; *Educational Assessment; Educational Testing; Examiners; Higher Education; *Language Skills; *Mathematics Skills; *Minimum Competency Testing Reading Skills; Records (Forms); State Agencies; State Programs; Testing Programs; Writing Skills
IDENTIFIERS- AAHE Assessment Forum; *College Level Academic Skills Test; College Sophomores; *Florida; Rising Junior Examinations

Procedures to be followed for the administration of the College-Level Academic Skills Test (CLAST) in Florida are explained. CLAST measures student achievement of communication and computation skills at the end of the sophomore year in college and consists of four subtests: computation, reading, writing, and essay. Responsibilities for the administration of CLAST are outlined for the following: the CLAST Office of the State Department of Education, the Statewide Test Administrator, and the Institutional Test Administrator. Regular administration of CLAST during the 1985-1986 academic year is covered, along with make-up administrations, and those done out-of-state and at remote centers and custodial institutions. Additional contents include: eligibility to take CLAST, registration, ordering test materials, test administration and special testing for the disabled, scoring, reporting test results, use of CLAST scores, and retake policy. Appendices include: statutes and rules applicable to CLAST, provisions concerning updating the skills list and faculty participation, information on the number of items by broad skill areas, and forms to request taking CLAST out-of-state and at another institution. (SW)

ED 279 254 HE 020 089

Karns, Phyllis Spear

Problem-Solving in Nursing.

PUB DATE- Jan 86
NOTE- 23p.; Paper prepared for the Regional Conference on University Teaching (2nd, Las Cruces, NM, January 8-10, 1986). For complete proceedings, see ED 276 328.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Associate Degrees; *Bachelors Degrees; *Clinical Diagnosis; Comparative Analysis; Higher Education; *Nurses; *Nursing Education; *Problem Solving; Simulation; Student Characteristics

The relationship of educational preparation to the problem- solving performance of 55 hospital employed baccalaureate and associate degree nurses working in Wyoming hospitals was studied. Participant data were collected that might correlate with problem-solving ability: age, years of experience in nursing, years of work experience in a health-related field before becoming a nurse, total years of higher education, and areas of work (general medical-surgical nursing and intensive care/emergency room nursing). A Patient Management Problem developed by Holzemer was the problem-solving instrument. Using hierarchical multiple regression analyses, no significant differences were found in baccalureate and associate level nurses' performance on a proficiency scale. The baccalaureate nurses were more efficient and selected fewer negatively weighted items. Educational preparation explained about 8% of the variance in performance on the efficiency scale. The variable, years of education, made a significant contribution to performance on the proficiency scale. (SW)

ED 279 423 PS 016 376

Ugazio, Valeria
Interpersonal Perception and Manifest Behaviour in Mother-Child Power Oriented Interactions.
PUB DATE- Sep 86
NOTE- 22p.; Paper presented at the Annual Conference of the British Psychological Society (Exeter, England, September 19-22, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Children; *Conflict Resolution; Decision Making; Foreign Countries; Interpersonal Relationship; *Mothers; *Parent Child Relationship; *Power Structure
IDENTIFIERS- Constructivism; *Dominance Hierarchies; *Italy; Metacommunication

Mother-child interactions involving power were examined among 240 middle class mother-child dyads in which children were either 8 or 11 years old. Defined as exchanges occurring around decision-making points in which the mother and child had divergent aims, power interactions were classified according to whether they were symmetrical or complementary in nature. In individual and joint sessions, subjects responded to cartoon representations of conflict situations made to assess the maintenance of individual perspectives (symmetrical interaction) and the adoption of another's point of view (complementary interaction). Results showed that the complementary relational model was prevalent in both individual and joint phases. Most children viewed their mothers as the stronger person in power-oriented interactions. Mothers more often perceived power interaction as being complementary, or based on alternation of the one-up position, or with the child in the one-up position. Mothers of 11-year-old sons tended to see the son more often in the one-up position. In the joint phase of the test, it was more usual for children to adapt their answers to their mother's answers. When, in the joint phase, interpersonal perception became the object of metacommunication, the child was recognized as dominant, but the mother defined at the behavioral level what the relational rules were. (RH)

ED 279 438 RC 015 801

Migrant Farmworkers in Delaware.

Delaware Advisory Committee to the U.S. Commission on Civil Rights, Dover.

SPONS. AGENCY- Commission on Civil Rights, Washington, D.C.
PUB DATE- Apr 84
NOTE- 92p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Reports - General (140)
DESCRIPTORS- *Civil Rights; Federal Regulation; Health Needs; Housing Needs; Living Standards; *Migrant Employment; *Migrant Health Services; *Migrant Housing; Migrant Problems; *Migrant Workers; Quality of Life; State Legislation; State Programs
IDENTIFIERS- *Delaware

The Delaware Advisory Committee to the United States Commission on Civil Rights examined housing, employment, and health among the state's more than 1,500 migrants. Committee findings indicated: (1) there is no accurate count of migrants in the state or migrants in need of housing on a seasonal basis; (2) Delaware has pursued an aggressive policy of upgrading and enforcing housing standards governing migrant labor camps; (3) 80% of all growers utilize the state clearance system to recruit migrant workers, thereby providing greater assurances of adequacy of available migrant housing; (4) an undetermined number of migrants are housed in unlicensed camps that do not provide decent, safe, and sanitary accommodations and are beyond the scope of state and local regulations; (5) during 1983, 11 farm labor contractors violated the Migrant and Seasonal Agricultural Workers Protection Act by failing to disclose conditions of employment, maintain required records, and/or provide wage statements to workers; (6) frequency and severity of migrant employment problems are decreasing; (7) alcoholism is considered the major Delaware migrant health problem and is directly related to the lack of recreational opportunities; and (8) Delaware offers a progressive system of health care services through public health clinics, rural ministries, private doctors, and private hospitals. (NEC)

ED 279 197 FL 016 505

Yao, Ted; McGinnis, Scott
Card Games for Learning Chinese.
PUB DATE- Nov 86
NOTE- 10p.; Paper presented at the Annual Meeting of the Chinese Language Teachers' Association (20th, Dallas, TX, November 21-23, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Chinese; *Class Activities; Classroom Techniques; *Games; Goal Orientation; Group Activities; *Learning Activities; Second Language Instruction; Second Language Learning; Uncommonly Taught Languages

Five card games for use in beginning to advanced level Chinese language classrooms or outside the classroom are described. The games require a flat playing surface, the prescribed deck of cards, and three to five students. Instructor supervision is minimal for all but one of the games, and all provide healthy competition and fun with a purpose. (MSE)

ED 279 211 FL 016 529

Computer Focused Russian Bilingual Instruction Program, 1985-1986. OEA Evaluation Report.

New York City Board of Education, Brooklyn, N.Y. Office of Educational Evaluation.

PUB DATE- 87

NOTE- 45p.

GRANT- 003BH40141

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142)

DESCRIPTORS- *Bilingual Education Programs; Career Awareness; *Computer Assisted Instruction; Computer Literacy; Computer Software; Correlation; *English (Second Language); High Schools; High School Students; Language Skills; Limited English Speaking; *Native Language Instruction; Private Schools; *Program Effectiveness; Program Evaluation; Public Schools; Qualitative Research; *Russian; Secondary Education; Second Language Instruction; Statistical Analysis; Uncommonly Taught Languages

IDENTIFIERS- Content Area Teaching

A New York City program to develop English-language skills, academic skills, native language skills, computer literacy, and career awareness among 250 limited-English-proficient native speakers of Russian in 6 high schools is evaluated in this report. The program was run in both public and private high schools. Quantitative analysis of student achievement data indicates that program objectives were met in English language skills and computer literacy, and content-area achievement was high in comparison to citywide averages, but native language achievement did not meet the program objective. Recommendations for program improvement are to provide students with more computer experience, make computer programs more suitable to the Russian bilingual students' needs, and review and revise program objectives based on students' actual ability to perform. The appendices include statistical analyses of student test scores. (MSE)

ED 279 297 IR 012 533

Nolf, Kathleen; Weaver, Dave

A Comparison of Keyboarding Software for the Elementary Grades. A Quarterly Report.

Northwest Regional Educational Lab., Portland, Oreg.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Sep 86
NOTE- 13p.; The Northwest Regional Educational Laboratory Technology Program. For the companion paper, see IR 012 534.
CONTRACT- 400-86-0006
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Computer Software; Computer Software Reviews; Elementary Education; Keyboarding (Data Entry); *Merchandise Information; Skill Development; Teaching Methods
IDENTIFIERS- MicroSIFT

This paper provides generalizations and ideas on what to look for when previewing software products designed for teaching or improving the keyboarding skills of elementary school students, a list of nine products that the MicroSIFT (Microcomputer Software and Information for Teachers) staff recommends for preview, and a table of features comparing the 25 products submitted to MicroSIFT for review. The appendix contains producer contact information and a table of descriptive information for 64 elementary keyboarding products available as of June 1986 that were identified by MicroSIFT staff. Products recommended for preview are listed in alphabetical order: Keyboard Cadet; Keyboard Now!; Kids on Keys; Mastertype; Microtype, the Wonderful World of Paws; Stickybear Typing; Success with Typing; Type to Learn; and Typing Well. (DJR)

ED 279 395 PS 016 271

Austin, Ann M. Berghout; And Others
Fathers' and Mothers' Involvements in Sibling Communication.
SPONS. AGENCY- Utah Univ., Salt Lake City.
PUB DATE- 7 Dec 85
NOTE- 18p.; Paper presented at the Training Institute of the National Center for Clinical Infant Programs (Washington, DC, December 7, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Communication (Thought Transfer); Communication Research; *Fathers; Infants; *Interpersonal Communication; *Mothers; *Parent Child Relationship; Parent Role; Sex Differences; *Siblings; Toddlers
IDENTIFIERS- Mean Length of Utterance

The purpose of this study was to measure fathers' and mothers' linguistic involvements with the development of communication between young siblings. A total of 39 2-parent families with 2 children were videotaped in semi-structured activities in a laboratory setting. The older sibling was from 18- to 26-months-old and the younger was from 4- to 8-weeks-old. Regardless of type of vocalization, when only one parent was present, utterances encouraging sibling interactions were more often aimed at girls than boys, with the result that they occurred more when both siblings were girls than for any other gender combination. Fathers were more active in issuing such utterances, especially to girls. When both parents were present, gender differences between parents disappeared, although the effects of children's gender did not. Overall, the results suggested that fathers very actively direct sibling interactions, especially those involving girls. (Author/RH)

ED 279 524 SE 047 792

Miller, Nancy R.
Japanese Science and Technology: Some Recent Efforts to Improve U.S. Monitoring.
Library of Congress, Washington, D.C. Congressional Research Service.
PUB DATE- 22 Dec 86
NOTE- 27p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Business; Economics; *Federal Government; Federal Legislation; Federal Programs; *Foreign Countries; *Government Publications; Government Role; International Relations; International Trade; Measurement; *Science and Society; *Technological Advancement; World Affairs
IDENTIFIERS- *Japan

In recent years, concern in the United States over continuing competitive advances by Japan in science and technology has increased. To respond to these concerns, several federal agencies and private sector organizations have increased efforts to monitor Japanese science and technology developments. This report describes and analyzes some of these activities and discusses areas where the federal government may have a role in the future. The document recognizes the potential of the Japanese Technical Literature Act (Public Law 99-382) to significantly improve and coordinate federal efforts. The activities of those federal agencies already involved in monitoring Japanese progress are outlined. These include actions taken by: (1) the Japanese Technology Evaluation Program (a joint effort between the Commerce Department and the National Science Foundation); (2) the Office of Science and Technology Policy; (3) the National Science Foundation (Division of International Programs); (4) the National Technical Information Service; (5) the Foreign Broadcast Information Service; (6) the Department of Defense; and (7) the New Commerce Department Program (as mandated by Public Law 99-382). Recent efforts by organizations in the public sector are also described. (TW)

ED 279 240 HE 020 075

College and University Employee Retirement and Insurance Benefits Cost Survey, 1986.

Teachers Insurance and Annuity Assoc., New York, N.Y. College Retirement Equities Fund.

PUB DATE- 86
NOTE- 52p.; For the 1984 survey, see ED 252 130.
AVAILABLE FROM- Teachers Insurance and Annuity Association, College Retirement Equities Fund, 730 Third Avenue, New York, NY 10017 ($4.50). .
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *College Faculty; Comparative Analysis; *Expenditures; Fringe Benefits; Geographic Regions; Higher Education; *Insurance; Private Colleges; Questionnaires; *Retirement Benefits; State Colleges; *Teacher Retirement
IDENTIFIERS- *Teachers Insurance and Annuity Association

Comparative information on expenditures by colleges and universities for employee retirement and insurance benefits is presented for 1986. Based on survey responses from 653 schools, information is provided for each benefit category on expenditures as a percentage of total gross payroll, and expenditures as dollars per employee per year. The weighted average employer expenditure for retirement and insurance benefits was 19.4% of payroll or $4,583 per employee per year. As a percent of payroll, total employer retirement and insurance expenditures reported by the colleges ranged from less than 6% to over 32%. Just over two thirds of the colleges reported a dollar amount between $2,250 and $4,499 per employee. Average expenditures for retirement and insurance benefits for public liberal arts colleges was 22.1% of payroll, with those of public universities 19.9%. All but eight of the respondents reported expenditures for one or more types of pension plans, 94% reported life insurance expenditures, while 99% indicated health insurance expenditures. Average retirement and insurance expenditures by region are also reported. The survey questionnaire is appended. (SW)

ED 279 269 HE 020 104

The Master Plan for Florida Postsecondary Education. Report and Recommendations of the Postsecondary Education Planning Commission and Executive Summary.

Florida State Postsecondary Education Commission, Tallahassee.

PUB DATE- 18 Nov 82

NOTE- 161p.; For supplements 1-3, see HE 020 105-107.

LANGUAGE- English

EDRS Price - MF01/PC07 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Adult Education; Articulation (Education); *Change Strategies; College Faculty; *College Planning; Coordination; Educational Cooperation; Educational Finance; Futures (of Society); Government School Relationship; Graduate Study; *Master Plans; *Needs Assessment; *Postsecondary Education; Program Evaluation; Remedial Instruction; School Organization; *Statewide Planning; Undergraduate Study; Vocational Education

IDENTIFIERS- *Florida

The first Master Plan for Florida Postsecondary Education is presented in four documents. The first document considers the relationship between state needs and postsecondary education and offers recommendations for strengthening educational performance and process, as well as organization, coordination, and management. In analyzing current needs, attention is directed to population, enrollment patterns, responsiveness of postsecondary education, needs of minorities and other special populations, and economic development needs. Future needs in the state, including population changes, needs for professional programs, and enrollment projections, are also discussed. Additional areas of concern include: distinctive roles in undergraduate and graduate education and comprehensive roles in undergraduate, vocational, adult, and remedial education; coordination and cooperation in using resources among different educational levels; program evaluation, program budgeting, and student tuition and financial aid policies. Attention is directed to strengthening faculty, academic libraries, undergraduate education, graduate education, professional education, postsecondary vocational education, education for adults, and remedial education. An executive summary is included. (SW)

ED 279 283 HE 020 131

Barber, Charles T.
The Electoral College in 1988: A Model for Nationwide Campus Simulations.
PUB DATE- Jan 86
NOTE- 11p.; Paper presented at the Teaching for Potential Regional Conference on University Teaching (2nd, Las Cruces, NM, January 9-12, 1986). For complete proceedings, see ED 276 328.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Students; Decision Making; *Elections; Higher Education; Models; *Political Science; *Role Playing; *Simulation; *Voting

The use of an electoral college simulation model by college students is described. At least 16 students should participate to represent four geographical regions: the Northeast, the South, the Midwest, and the West. The electoral college simulation is most relevant in courses on American politics, the United States presidency, and elections. Although its applications have been future-oriented, history professors could use it to replicate specific previous national elections. Ways in which the simulation employs the teaching/learning approach include role playing and decision-making. For 1980 and 1984 simulations, the 20-question debriefing questionnaire gives hints about what occurred in the learning process. Three operational innovations in 1984 were: (1) a bi-state process (using colleges in Indiana and Kentucky); (2) an election cycle process (occurring in April, July, and October); and (3) a ballot process (drawing students from nonpolitical science courses). The projected methodology for 1988 is to select 102 colleges and universities (two for each state and Washington, DC) to participate during each of the three election seasons. (SW)

ED 279 325 IR 051 796

Miller, Richard F.
Telecommunications Policy in the United States. A Resource Guide for IST Graduate Students.
PUB DATE- 29 Jun 86
NOTE- 36p.; Student paper, School of Information Studies, Syracuse University.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; *Government Publications; Higher Education; *Policy; Reference Materials; *Resource Materials; *Telecommunications
IDENTIFIERS- Syracuse University NY; United States

Designed for students in the School of Information Studies (IST) at Syracuse University (SU) who are interested in telecommunications policies in the United States as seen primarily through government sources, this resource guide could be used by other university students even though it is oriented toward searching the SU library system. The guide is arranged by type of publication, rather than by subject, and entries within each category type are typically listed in reverse chronological order. A list of abbreviations and acronyms, an introduction to the guide, and a background discussion of telecommunications are followed by sections on six types of publications: (1) U.S. Congress (House of Representatives and Senate); (2) Presidential Messages; (3) Federal Agencies (Federal Communications Commission, General Accounting Office, General Services Administration, Library of Congress, Office of Technology Assessment, United States Department of Commerce, and National Telecommunications Information Administration); (4) Directory Sources (Federal Government Databases and Nongovernment Agencies); (5) Reference Sources (Government Printing Office and U.S. Code); and (6) Other Sources (Government Telecommunications Periodicals, Federal Depository Libraries, and Works Consulted). (KM)

ED 279 353 JC 860 359

Koeppel, Jeffrey; Feifer, Dean Irwin
Student Workbook for Cooperative Education Preparation. A Required Course for LaGuardia Students Prior to Their First Internship.
La Guardia Community Coll., Long Island City, N.Y.
PUB DATE- Jan 86
NOTE- 183p.; Revised by Helen Perry.
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Community Colleges; *Cooperative Education; Field Experience Programs; Instructional Materials; *Internship Programs; *Job Search Methods; *Self Evaluation (Individuals); Technical Education; Two Year Colleges; Workbooks; *Work Experience Programs

Designed for students enrolled in LaGuardia Community College's (LCC's) Cooperative Education Preparation class, this workbook contains readings, written assignments, and in-class activities which prepare the students to participate in internships. The workbook provides materials corresponding to the following class sections: (1) Understanding Cooperative Education, which introduces students to the basic concepts and objectives of cooperative education and to the course; (2) Looking at Your Life Accomplishments, in which students examine personal achievements; (3) Identifying Your Skills, which provides exercises to assist students in conducting a Personal Skills Inventory; (4) Writing Your Resume; (5) Knowing Your Needs (Values), which deals with economic, social, and ego needs; (6) Learning about Career Fields; (7) Setting Personal Objectives for Your Internship; (8) Preparing for an Employment Interview; (9) Practicing Your Interviewing Skills; and (10) Looking Ahead, which discusses the placement process and cooperative education. (LAL)

ED 279 367 JC 870 116

Student Outcomes Study: Report of Preliminary Findings.
Learning Assessment Retention Consortium of the California Community Colleges.
SPONS. AGENCY- California Community Colleges, Sacramento. Office of the Chancellor.
PUB DATE- 18 Mar 87
NOTE- 182p.; Most of the tables contain small print.
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Numerical/Quantitative Data (110)
DESCRIPTORS- Community Colleges; Data Collection; *High Risk Students; *Outcomes of Education; *Remedial Instruction; *Student Characteristics; Two Year Colleges; Writing Difficulties; *Writing Evaluation; Writing Instruction; *Writing Skills
IDENTIFIERS- *California

As part of a study conducted by the Learning Assessment Retention Consortium to develop a student outcomes evaluation model, data were collected on the characteristics and skill levels of 7,500 remedial writing students from 29 community colleges in Fall 1986. Three methods of data collection were used: pre-testing of reading comprehension, "sentence sense," and writing ability; pre-testing for measurement of student educational goal satisfaction; and data collection from college records for determining student persistence and performance. This preliminary report provides a description of findings from the pre-tests and pre-questionnaire and describes students in the sample in regard to their initial skills levels and their demographics. These findings include the following: (1) the study sample was comprised primarily of day students, young in age, attending full-time, desiring to transfer to four-year colleges, and taking the remedial writing course to acquire the skills necessary to advance in postsecondary education; (2) the students' assessment test scores indicated that they were accurately and consistently placed in appropriate level courses and that skill levels did not vary greatly among colleges; (3) minority groups were overrepresented in the remedial writing classes; (4) there were more females in the higher-level English courses; (5) more than half of all students were under 20 years of age; and (6) over 50% had been enrolled in an English writing course within the last year. The bulk of the report consists of college detail tables. The appendices include a list of the college participants with enrollments given; an interpretation of the reading and writing scores; and copies of the pre- and post-questionnaires. (LAL)

ED 279 409 PS 016 349

Roe, Kiki V.; Bronstein, Robin
Three-Month-Old Infants' Differential Vocal Responsiveness to Mother vs. Stranger as a Function of Maternal Education.
PUB DATE- Apr 86
NOTE- 9p.; Paper presented at the International Conference on Infant Studies (5th, Los Angeles, CA, April 10-13, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Cognitive Processes; Early Experience; *Educational Attainment; *Infant Behavior; *Mothers; Parent Child Relationship; Socioeconomic Status; *Stranger Reactions; Television Viewing; *Verbal Stimuli

A study explored whether socioeconomic status (SES) differences could be detected in 3-month-old infants' differential vocal responsiveness (DVR) to mothers versus strangers. The study also explored whether 3-month-olds' DVR was related to environmental variables, such as the mother's behaviors toward the infant in naturalistic conditions, the mother's statement as to whether the baby was planned or not, and the infants' exposure to excessive auditory stimulation, such as loud noise and/or television. A final objective was to explore whether SES differences existed in the environmental variables. Subjects were 34 normal, full-term, first-born American infants who were divided into two groups on the basis of their mothers' educational levels. Results showed that infants of mothers with higher education had significantly higher DVR scores than infants of mothers with lower education. Infants' DVR was associated with maternal vocal stimulation and exposure to television. A significantly higher percentage of high education than low education mothers said their baby was planned. Planned babies were exposed to television significantly less than unplanned babies. Significant SES differences in infants' exposure to television were found. Results also indicated that SES differences in cognitive processing, as measured by a vocal and language-relevant infant behavior, can be detected very early in life. Implications of the findings are briefly discussed. (RH)

ED 279 451 RC 016 120

Emery, Mary
Computer Literacy and the Adult Learner.
PUB DATE- Oct 86
NOTE- 14p.; Paper presented at the Annual Conference of the National Rural and Small Schools Consortium (Bellingham, WA, October 7-10, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adult Education; *Community Education; Community Involvement; *Computer Literacy; *Computer Science Education; Curriculum Development; Delivery Systems; Postsecondary Education; Program Descriptions; Relevance (Education); *Rural Areas; Rural Education; Rural Extension; School Community Relationship
IDENTIFIERS- *Idaho; *Rural Education Adult Development In Idaho

Begun in 1982, Rural Education Adult Development in Idaho (READI) intends to provide adult learners in rural areas with an opportunity to learn about computers in a way that is both interesting and relevant to their lives. During the 3-year pilot, the project developed and tested a curriculum, designed a method for training people to use the curriculum, and tested a community based delivery system. Curriculum was designed to include activities which foster self-esteem, encourage self-motivation, review basic skills, and enhance problem-solving and decision-making skills. Although READI was piloted through the Idaho Cooperative Extension Service, volunteer community advisory groups selected local peer teachers, organized logistics, and recruited participants. Community advisory committees were charged with developing a strategic vision of how technology will influence the area and implementing strategies for maximizing the positive impact of technological change. Over 600 rural adults enrolled in READI classes and an additional 250 participated in READI sponsored community computer expos. An estimated 40 K-12 teachers have READI materials in their classes, affecting approximately 2,000 students. Most people took the class to improve job prospects; computerize a small business, farm, or ranch; and/or become more knowledgeable about computers to understand what kids are doing in school. (NEC)

ED 279 465 RC 016 137

Barker, Bruce O.
Using Interactive Technologies to Increase Course Offerings in Small and Rural Schools.
PUB DATE- Mar 87
NOTE- 20p.; Paper presented at the Annual Conference for Microcomputers and Technology in K-12 Education (7th, Carbondale, IL, March 12-13, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Access to Education; Communications Satellites; Computer Assisted Instruction; Cost Effectiveness; *Curriculum Enrichment; Delivery Systems; *Distance Education; Educational Strategies; Electronic Mail; *Information Sources; Outreach Programs; *Rural Education; Rural Schools; Secondary Education; *Small Schools; *Telecommunications; Teleconferencing; Telecourses
IDENTIFIERS- *Interactive Satellite Instruction; Interactive Systems

Many schools across the United States have been using distance learning technologies to help them meet new state-mandated curriculum requirements. Distance learning refers to the live, simultaneous transmission of a master teacher's lessons from a host classroom or studio to receive site classrooms in distant locations. Schools with the most to gain from distance learning technologies are rural and small schools--those with low student enrollments and/or those lacking trained personnel. This paper summarizes present technologies that allow live, two-way audio and/or visual interaction between two or more sites simultaneously for educational purposes. Emphasis is on programs specifically benefitting students in rural and small schools. Descriptions are given for the four most widely used instructional television satellite systems, two-way interactive television systems, Instructional Television Fixed Service (ITFS) systems, audio-graphic teleconferencing, and audio-teleconferencing. Appendix A lists addresses of successful, on-going distance learning projects that interested readers can contact for additional information. Appendix B presents names, addresses, and brief descriptions of 57 telecommunications vendors in the United States. (JHZ)

ED 279 493 SE 047 758

Fox, Joan; And Others
Comprehensive Instructional Management System (CIMS). A Cyclical Mathematics Curriculum. Workbook Part 2. Experimental. Level 4.
New York City Board of Education, Brooklyn, N.Y. Div. of Curriculum and Instruction.

REPORT NO.- Curric-03-2004-23; ISBN-88315-548-6
PUB DATE- 86
NOTE- 115p.; For Part 1 workbook, see SE 047 757; for teacher manuals, see SE 047 759-760.
AVAILABLE FROM- New York City Board of Education, Curriculum Editorial and Production Unit, Office of Curriculum Development and Support, Room 613, 131 Livingston St., Brooklyn, NY 11201.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Drills (Practice); *Educational Objectives; *Elementary School Mathematics; Grade 4; *Instructional Materials; Intermediate Grades; *Mathematics Curriculum; *Mathematics Instruction; Teacher Developed Materials; Workbooks
IDENTIFIERS- New York City Board of Education

The activities in this workbook are designed to provide pupils with practice in mastering the performance objectives of the Comprehensive Instructional Management System in mathematics for Level 4, Part 2, in New York City schools. It follows the sequence of the teacher's manual, with the objective number listed on each page. Over 80 performance objectives are listed, followed by worksheets for pupils. (MNS)

Perl, Teri Hoch; Christner, Patsy
Women, Numbers and Dreams. Biographical Sketches and Math Activities. Teacher's Manual.
SPONS. AGENCY- Women's Educational Equity Act Program (ED), Washington, DC.
PUB DATE- 82
NOTE- 25p.; For activities guide, see SE 047 777.
AVAILABLE FROM- National Women's History Project, P.O. Box 3716, Santa Rosa, CA 95402 ($18.95, includes activities guide).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Biographies; Elementary Secondary Education; *Females; *Learning Activities; *Lesson Plans; *Mathematics Education; *Mathematics Instruction; Motivation; Sex Bias; *Teaching Methods

This teacher's manual provides ideas and suggestions for integrating the booklet "Women, Numbers, and Dreams" into the mathematics program. Shade-ins and role playing are each described, and a timeline to "flesh out" the world in which women live is presented. Discussion questions for each of the 11 biographical stories about 13 women are provided to serve as a review of the stories and to help relate the stories to the students' own lives. Suggestions for projects are then given for computers, education and career awareness, teaching science concepts, community involvement, animals, and puzzles and games. Finally, two model lesson plans are given as examples of how such activities, discussions, and projects can be developed around a particular story in the book. (MNS)

ED 279 540 SE 047 809

Bernard, John E.
Teaching SSE and Some of Its Applications in Junior High School.
PUB DATE- 14 Aug 86
NOTE- 15p.; Paper presented at the International Conference for the Teaching of Statistics (2nd, Victoria BC, August 14, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Computer Oriented Programs; *Curriculum Development; Estimation (Mathematics); Grade 8; Junior High Schools; Junior High School Students; Learning Activities; Mathematics Curriculum; *Mathematics Instruction; *Microcomputers; *Probability; *Secondary School Mathematics; *Statistics; Worksheets

This paper describes the development of curriculum materials for teaching the Sum of Squared Errors (SSE) to one class of 25 eighth graders in Hawaii. Microcomputers were used in class. Prior to explicit introduction of the SSE students were given repeated contact with a data base of various statistics collected from members of their class. Then a computer program was introduced which randomly selected values using the data base; students tried different guessing strategies. Worksheets were used in connection with this and other content; they are included in the paper. Interactive game-like situations were also used. The bridge to standard deviation was then described. Misconceptions that students may bring to the discussion of probability are described, with ways the developed materials sought to clarify the concepts. Finally, the application of SSE to linear regression is discussed. (MNS)

ED 279 182 FL 016 490

Tirkkonen-Condit, Sonja
Towards a Description of Argumentative Text Structure.
PUB DATE- 84
NOTE- 17p.; In: Ringbom, Hakan, Ed.; Rissanen, Matti, Ed. Proceedings from the Nordic Conference for English Studies (2nd, Hanasaari/Hanaholmen, Finland, May 19-21, 1983); see FL 016 498. Appendix contains small print.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Classification; *Cognitive Processes; Comparative Analysis; *Discourse Analysis; *English; Linguistic Theory; *Persuasive Discourse; *Problem Solving; Rhetoric; Speech Acts; Structural Analysis (Linguistics); Writing (Composition)

The approach taken to discourse analysis that classifies text types according to isolated linguistic features is criticized, and an alternative approach to argumentative texts is proposed. This approach looks at the process of argumentation as an instance of the problem-solving process. The argumentative text is then seen as moving from the undesirable, problem state to the desirable state or solution. Written and spoken argumentation would manifest different strategies and features but would follow the same problem-solving process. Argumentative texts would also be characterized by interaction both between the author and addressee and between successive speech acts in the texts, and interactive analysis could be used for typological diagnosis of whole concrete texts. An advantage seen in interactive description of a text, as contrasted with typological definition, is that interactive sequencing helps to reveal the text's hierarchical structure and to identify representative speech acts. The concrete examples used in this paper are taken from a sample text, a copy of which is appended. (MSE)

ED 279 198 FL 016 510

Dayal, P. P.

English in India: Need for a Reappraisal.

PUB DATE- Apr 86
NOTE- 13p.; Paper presented at a conference of the International Association of Teachers of English as a Foreign Language (20th, Brighton, England, April 1-4, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Developing Nations; *Dialect Studies; *English (Second Language); Foreign Countries; Interference (Language); Language Enrichment; *Language Role; *Language Variation; Learning Processes; Linguistics; Literary Styles; Literature Appreciation; Second Language Learning; *Standard Spoken Usage

IDENTIFIERS- *India

The English spoken in India is too close to standard English to be characterized as a separate variety. Although phonological variations give English in India some regional flavors, they do not have any structural or semantic base and do not constitute a new language. Cultural differences have not caused English-language literature written in India to be significantly different from that written by British and North American authors. The English spoken in different parts of India is mutually intelligible. At most, English in India might be regarded as a dialect of British English. Archaic style and colloquialisms, the most commonly referred-to variations from standard English usage, are more appropriately regarded as fossilizations that may disappear as access to standard usage broadens. Borrowings and coinages of Indian origin do exist, but English morphemes using Indian root-words have not gained acceptance. The lack of native English speakers teaching English in India has probably added to the erroneous perception of English in India as a separate language. Less attention should be paid to the linguistic aspects of English in India, and more attention should be given to the contributions of literature to the richness of the language. (MSE)

ED 279 226 HE 020 059

Mingle, James R.
Assessment and the Variety of Its Forms. A Report Prepared for the Task Force on Planning and Quality Assessment of the South Carolina Commission on Higher Education.
State Higher Education Executive Officers Association.
PUB DATE- Jul 86
NOTE- 23p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Accountability; College Programs; Competency Based Education; Curriculum Evaluation; Dropout Research; *Educational Assessment; Educational Change; *Educational Quality; Educational Testing; Evaluation Methods; Followup Studies; General Education; Graduate Surveys; *Higher Education; Minimum Competency Testing; Outcomes of Education; Program Evaluation; *State Boards of Education; *Student Evaluation; Undergraduate Study
IDENTIFIERS- AAHE Assessment Forum; Rising Junior Examinations; Value Added

Issues concerning quality assessment and academic accountability in higher education are considered, with a focus on the use of assessment as a tool for curriculum reform through program and institutional evaluation processes. For the following types of assessment, attention is directed to the scope and purposes of assessment, the instruments being used, costs (if known), and some examples of institutions or sytems using the approach: value-added assessment, competency-based curricula and assessment programs, general education curriculum assessments, rising junior (for determination of eligibility to take upper division courses or graduation from two-year programs) and exit exams, follow-up studies of graduates and dropouts, program reviews, indicators of stress, and system effectiveness. Seven assessment strategies that might be adopted by state boards are identified, including to: provide financial rewards for conducting an assessment, establish competitive grant programs for colleges seeking to improve instruction through assessment, seek legislative support for a faculty development program to improve the use of assessment and study of the teaching/learning process, and sponsor statewide forums about quality assessment. (SW)

ED 279 311 IR 012 554

Kuschner, David
"This Computer Gives You a Hard Bargain": Is It Conflict or Frustration When Software Won't Let You Change Your Mind?
PUB DATE- Apr 86
NOTE- 17p.; Paper presented at the Annual Convention of the American Educational Research Association (San Francisco, CA, April 16-20, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cognitive Development; *Computer Graphics; *Computer Software; *Creative Art; Kinetics; Media Research; Microcomputers; Preschool Education; *Responses; *Young Children
IDENTIFIERS- Frustration; LOGO Programing Language

This study focused on the cognitive conflicts experienced by young children in using software programs that provided them with tools to create and/or combine individual graphic elements into larger structures. Six 5-year-old children, none with prior computer experience, were observed using three programs--Kids at Work, Picture Perfect, and Springboard. Through 12 sessions, each child spent 15 to 20 minutes per week interacting with the microcomputer and the same program. Observations revealed several types of conflict caused by software constraints when a child began to build a conceptual picture: only one of the programs (Kids at Work) allowed the children to rearrange what they had already done; none of the programs allowed the children to change the direction faced by individual graphics after they had been put in place; the children did not at first understand the "color fill" function of Picture Perfect and there was no way to correct their mistakes. These results suggest that the constraints of these particular software programs short-circuited the children's interest in and attention to that experience. It is concluded that if software for young children is to maximize their cognitive development, it should provide an opportunity for the child to exercise his intentions, reflect on the results of his actions, and subsequently revise these intentions/actions. The Logo programming language and software which emphasizes kinetic movement are cited as two types of software that might facilitate cognitive development. Fourteen references are provided. (BBM)

ED 279 339 IR 051 810

Long Range Program, 1987-1991.
Massachusetts Board of Library Commissioners, Boston.
PUB DATE- 86
NOTE- 169p.
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
Opinions/Personal Viewpoints/Position Papers/Essays (120)

DESCRIPTORS- Facility Planning; Federal Aid; Grantsmanship; Library Cooperation; *Library Planning; *Library Services; *Long Range Planning; Municipalities; Shared Library Resources; *State Programs; *Statewide Planning
IDENTIFIERS- Library Services and Construction Act; *Massachusetts

This long-range program, prepared as required by and in support of the Library Services and Construction Act (LSCA), is intended to meet federal funding priorities and support the continuation of programs that have operated successfully in Massachusetts over the last decade. The purpose and background of the program are summarized, and the following aspects of the program are discussed: coordination of library programs; dissemination of information; evaluation; Statewide Advisory Council on Libraries; Massachusetts Board of Library Commissioners; State Library of Massachusetts; regional public library systems; library networks; public libraries; major urban resource libraries; facilities; special libraries; institutional libraries; school libraries; academic libraries; library services to disabled persons, including those who are blind and physically handicapped; community information and referral; education for librarianship; automated technologies for libraries; the library public; the elderly population; and the disabled population. In addition, a section on the Action Program lists detailed goals, objectives, policies, procedures, and priorities for the following Action Program categories: (1) Title I--Library Services; (2) Title II--Facilities; and (3) Title III--Interlibrary Cooperation and Resource Sharing. Grant application policies and procedures are also discussed. Supporting material, which is provided in nine appendices, includes statistical information. (KM)

ED 279 381 JC 870 141

Sloniker, Hurst R.
The Experience of One Two-Year English Department with Cooperative Exit Testing.
Cincinnati Univ., Ohio. Univ. Coll.
PUB DATE- 24 Feb 87
NOTE- 48p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- College Freshmen; English Curriculum; *Freshman Composition; Higher Education; *Holistic Evaluation; Language Tests; *Minimum Competency Testing; Two Year Colleges; Two Year College Students; Universities; Writing (Composition); *Writing Evaluation; *Writing Skills

In spring 1984, the Language Arts Department of University College, University of Cincinnati, began requiring all third-term Freshman English students to pass an exit test in order to receive credit for their final English course. The exit exam, which was part of a joint effort with the other five English Departments within the University, requires the student to write a complete essay in a 2-hour period on a persuasive topic (e.g., smoking in the workplace and mandatory drug testing for employees). Approximately 10 days before the exam date, students are given a set of readings reflecting differing points of view on a given issue. At the exam, the students are given the question and asked to support their position with references to the readings and personal experience. Each exam is graded holistically for minimal competency in content, structure, style, and mechanics. Freshman English faculty have offered the following observations about the exit exam: (1) faculty must "teach to the exam"; (2) there is too much emphasis on test-taking skills; (3) there is too much variance in grading standards among faculty marking the exams; (4) there is a welcome emphasis on common goals and standards throughout the program; (5) more faculty dialogue about composition instruction has been initiated; and (6) students are taking the composition class more seriously. Appendices include recommended expectations for students completing the Freshman English sequence; budget information; a sample exam question; exam instructions; an evaluation scale and form; and exam data. (EJV)

ED 279 424 PS 016 378

Kalyan-Masih, V.; Marshall, W.

Nebraska Wisconsin Cognitive Assessment Battery (NEWCAB).

PUB DATE- Jul 86
NOTE- 45p.; Paper presented at the International Congress of Applied Psychology (21st, Jerusalem, Israel, July 13-18, 1986).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cognitive Development; *Construct Validity; Difficulty Level; *Elementary School Students; Longitudinal Studies; Primary Education; *Rural Areas

IDENTIFIERS- *Criterion Related Validity; *Nebraska Wisconsin Cognitive Assessment Battery; Piagetian Tasks

This report discusses the construct and criterion-related validity of the Nebraska Wisconsin Cognitive Assessment Battery (NEWCAB), on the basis of pooled regional data collected in Iowa, Kansas, Nebraska, and Wisconsin on a 3-year longitudinal sample of 107 6-year-old, 141 7-year-old, and 160 8-year-old children. Designed to assess the cognitive development of children 3 to 5, 6 to 8, and 9 to 11 years of age, the NEWCAB assesses qualitative changes in intellectual functioning across preoperational and concrete operational Piagetian stages. Operations were assessed through 16 tasks differentially assigned according to difficulty and age levels. The three sections of the NEWCAB reflect three selected aspects of cognitive functioning: Relations, Classifications, and Number and Length. Contents of this report focus first on the objective, design, and sampling procedures of the longitudinal study, the Life Span Analysis of Mental and Social Development of Rural Children, for which NEWCAB was especially developed. Subsequently, the development, validity, and reliability of the NEWCAB, based on Nebraska data, are reported. Then, the validity of NEWCAB, with regard to regional data, is discussed. It is tentatively concluded that the construct and criterion-related validity of the NEWCAB are empirically verifiable and that the battery has potential for use in assessing children's cognitive development. (RH)

ED 279 478 RC 016 151

Peters, Joyce
The Rural Aide Model: A Method for Serving the Rural Student with Handicaps.
PUB DATE- Oct 85
NOTE- 14p.; Paper presented at the Annual Meeting of the National Rural Teacher Education Conference (1st, Bellingham, WA, October 9-11, 1985). Sample forms contain small print.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Curriculum; Data Collection; Disabilities; Early Childhood Education; Elementary Education; Individualized Education Programs; *Individualized Instruction; Itinerant Teachers; Mainstreaming; *Models; Program Descriptions; Recordkeeping; *Rural Education; Small Schools; *Special Education; Student Evaluation; Task Analysis; *Teacher Aides
IDENTIFIERS- *Teaching Research Data Based Classroom Model

The Rural Aide Model is a proven, functional model in which an aide or para-professional is trained in the components of the Teaching Research Data Based Classroom Model and provides individual instruction, under the supervision of a certified teacher, to one or two children with handicapping conditions. Usually the instruction occurs within the context of a regular elementary classroom. Typically, the classroom teacher will have minimal preparation for dealing with the instructional needs of handicapped students but can provide professional supervision to the rural aide who is specially trained to deal with such students. In many cases, the rural aide works under the joint supervision of the regular classroom teacher and an itinerant special education certified specialist. Behavior modification techniques have been woven into the model, and heavy use is made of this technology in the instructional process as well as in management of student behaviors. Of the model's 10 major components, the 4 most applicable to the rural aide are the task analyzed curriculum, specific student assessment procedures, program planning procedures, and a data collection system. This report includes descriptions of program components, an example of task analysis, and recordkeeping forms. (JHZ)

ED 279 558 SO 017 627

Camilleri, Carmel
Cultural Anthropology and Education.
International Bureau of Education, Paris (France).; United Nations Educational, Scientific, and Cultural Organization, Paris (France).
REPORT NO.- ISBN-1-85091-165-7
PUB DATE- 86
NOTE- 171p.

AVAILABLE FROM- UNIPUB, 205 East 42nd Street, New York, NY 10017.
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Historical Materials (060) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Anthropology; *Cultural Interrelationships; Developing Nations; Educational Research; Elementary Secondary Education; Foreign Countries; *Intercultural Communication; *Minority Groups; *Socialization; Social Theories; *Subcultures
IDENTIFIERS- *Cultural Anthropology

After the Second World War, the field of cultural anthropology underwent an explosive development. Sociologists, psychologists, educators, and economists all added to the increasing interest in a discipline which began by assuming that culture is the foundation of social structures and that every institution manifests itself as a system of behavior imposed on individuals, which they must share, learn, and transmit. Since learning and transmission form the basis of any educational activity, it is not difficult to understand the International Bureau of Education's interest in this discipline. It has far-reaching consequences for the education systems of countries where cultural confrontations or social adaptation of colonial origin are still familiar. (BZ)

ED 279 166 FL 016 474

Haulman, April

Fairy Tales in the ESL Classroom.

PUB DATE- Mar 85
NOTE- 12p.; Paper presented at an International Conference on Second/Foreign Language Acquisition by Children (Oklahoma City, OK, March 29-30, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Classroom Techniques; *Cultural Education; Cultural Enrichment; *Fables; *Fantasy; Folk Culture; Imagination; Language Skills; Learning Processes; Second Language Instruction; Second Language Learning; *Story Telling; *Vocabulary Development
IDENTIFIERS- *Fairy Tales

Second language teachers wishing to diversify their instructional approach should consider using fairy tales to enrich the experience of the target language and culture. When used well, they can provide a glimpse of the values, lifestyles, customs, and historical traditions of the target language group. Fairy tales also offer a variety of language contexts for expanding and refining vocabulary and for developing a larger repertoire of linguistic structures. Research in second language learning supports the idea that variations of child-oriented themes and/or fantasy can stimulate a young person's interest, simultaneously providing comprehensible input and lowering the affective filter. Suggested steps for using fairy tales in the second language classroom are: (1) introduction of vocabulary and concepts; (2) story presentation using any props or dramatic techniques necessary and available; (3) language activities to practice, review, or extend story vocabulary or structures; (4) reinforcement and follow-up activities such as summarizing and discussion; and (5) use of story language, themes, or topics to integrate with other content area-related activities. (MSE)

ED 279 212   FL 016 532

Chasaide, Ailbhe Ni; Davis, Eugene
A Data-Processing System for Quantitative Analysis in Speech Production. CLCS Occasional Paper No. 17.
Trinity Coll., Dublin (Ireland).
REPORT NO.- ISSN-0332 3889
PUB DATE- 86
NOTE- 32p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Acoustic Phonetics; *Articulation (Speech); Auditory Perception; *Computational Linguistics; Computer Software; *Data Processing; Distinctive Features (Language); Language Research; Oral Language; *Phonetic Analysis; Phonology; Research Opportunities; *Statistical Analysis; Technological Advancement
IDENTIFIERS- *Trinity College (Ireland)

The data processing system used at Trinity College's Centre for Language and Communication Studies (Ireland) enables computer-automated collection and analysis of phonetic data and has many advantages for research on speech production. The system allows accurate handling of large quantities of data, eliminates many of the limitations of manual data analysis, and opens new areas of research. Possible exploitations and extensions of the current capabilities to enhance phonetic research include accurate measurement of respiratory regularities underlying stressed syllables, manipulation of signals to study aerodynamic aspects of phonation and the velocity of glottal movement, and precise synchronization of physiological, aerodynamic, and acoustic information. (MSE)

ED 279 255 HE 020 090

Upham, Steadman
Research and Relevance in the University: The Case for Anthropology.
PUB DATE- Jan 86
NOTE- 13p.; Paper presented at the Regional Conference on University Teaching (2nd, Las Cruces, NM, January 8-10, 1986). For complete proceedings, see ED 276 328.
LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Anthropology; Bachelors Degrees; *Declining Enrollment; *Education Work Relationship; *Employment Opportunities; Higher Education; *Majors (Students); Relevance (Education); *Undergraduate Study

Suggestions for overcoming declining enrollments in the field of anthropology are proposed that have relevance for other humanities disciplines. Declining enrollments in anthropology are linked to its perceived academic relevance; students are concerned about employment after graduation. The problem of declining anthropology enrollments and majors and shrinking programs and faculty can be addressed by refocusing the curricula to emphasize the role of anthropology in the marketplace and the types of jobs available to anthropologists. It is important to structure anthropology curricula at the undergraduate level to reflect the training and expertise necessary to tap this job market. Integrating disciplinary research into the curricula is an important part of this process. Students should be informed that job opportunities for bachelor's level anthropologists are in three separate areas: historic preservation (also called contract archeology and cultural resources management); biomedical anthropology; and international development. This new curricular model would be based on the application of the fundamental theories, methods, and techniques of anthropology to this expanding market. (SW)

Elementary Keyboarding Software Product Reports.

Northwest Regional Educational Lab., Portland, Oreg.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Sep 86
NOTE- 40p.; The Northwest Regional Educational Laboratory Technology Program. For the companion paper, see IR 012 533.
CONTRACT- 400-86-0006
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Computer Software; Computer Software Reviews; Elementary Education; *Keyboarding (Data Entry); *Merchandise Information; Program Content; Skill Development
IDENTIFIERS- MicroSIFT

This report provides detailed product descriptions of 45 software programs designed to teach or improve the keyboarding skills of elementary school students that were identified by the MicroSIFT (Microcomputer Information and Software for Teachers) staff. The descriptions include program titles, producer names, costs, grade levels, hardware, software content and structure (publisher's description), and in some cases, management applications. The programs described are listed in alphabetical order: Accutouch II; Alphabetic Keyboarding; Dungeon Doom Typing Game; First Encounter; Friendly Computer; Ima Typer; Junior Typer; Keyboard; Keyboard Cadet; Keyboard Command; Keyboard Master; Keyboard Now! & Practice Now!; Keyboarding; Keyboarding for Information Processing; Keyboarding Master; Keyboarding Plus; Keyboarding Primer; Key-Words; Kids on Keys; KRS: Keyboarding/Reading/Spelling Program; Letter Man; Letterfall; MacType; MasterType; MicroType, the Wonderfuld World of Paws; Personalized Typing; Stickybear Typing; Success with Typing; TNT--Typing for New Typists; Touch Typing; Type!; Type to Learn: A New Approach to Keyboarding; Type-Right; Typing; Typing Is a Ball, Charlie Brown; Typing Keys to Computer Ease; Typing Professor; Typing Strategy; Typing Teacher; Typing Teacher II; Typing Tutor & Word Invaders; Typing Tutor III; Typing Well; Warrior Words; and WizType. A list of producer contact information concludes this report. (DJR)

ED 279 396 PS 016 291

Caughron, Thomas

The Nanny in Historical Context.
PUB DATE- Aug 86
NOTE- 25p.; Paper presented at the International Nanny Conference (Claremont, CA, August 21-25, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Historical Materials (060) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Child Caregivers; *Economic Change; *Family Life; Foreign Countries; Mothers; Parent Child Relationship; Social History; *Social Influences; *Social Status; Social Stratification
IDENTIFIERS- England; *Nannies; *Wet Nurses

The position of nanny has evolved from the tradition of wet nursing. Originally, a wet nurse was a practical solution for a mother who was unable to nurse, or a means of saving parental anguish in the face of high infant mortality, or considered more desirable than a new mother's care in view of sanitation problems. As wet nursing developed, the nurse attended to her business within the conventions of the cottage craft system. Her services were contracted on the basis of her availability and her reputation. The trade was in babies, not in textiles, but the same principles applied. The nurse remained essentially in control of her own life, and her social connections remained largely undisturbed, for the infant was delivered into her own care. This pattern of wet nursing was common from the seventeenth century until industrialization changed British and Continental living arrangements. The practice of bringing the wet nurse into the employing family's residence and retaining her services for child care as a nanny reflects a microcosm of the factory system in which the work force assembled at a central workplace to promote efficiency and ease of regulation by managing agents. The nanny, or nursery nurse, emerged as a distinct profession in the early decades of the nineteenth century as Great Britain cemented into place its industrially designed class structure. However, the rise of the wet nurse and nanny would scarcely have been possible had not the status of mothers and women declined during the 18th century. Although the employment of nannies largely ended when World War II began, the ideal of providing home-based child care has recently made an astonishing turnabout, mirroring the feminization of the work force. (RH)

Rios-Bustamante, Antonio; Castillo, Pedro

An Illustrated History of Mexican Los Angeles, 1781-1985. Chicano Studies Research Center Publications Monograph No. 12.

California Univ., Los Angeles. Chicano Studies Center.
REPORT NO.- ISBN-0-89551-053-7
PUB DATE- 86
NOTE- 206p.; Some photographs may not reproduce. Funding provided by the John Randolph Haynes and Dora Haynes Foundation.
AVAILABLE FROM- Chicano Studies Center Publications, University of California Los Angeles, 3121 Campbell Hall, 405 Hilgard Ave., Los Angeles, CA 90024 ($15.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Historical Materials (060) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- American Indians; *Cultural Background; *Cultural Exchange; Cultural Interrelationships; Cultural Isolation; Demography; Employment; Ethnic Groups; Hispanic American Culture; Hispanic Americans; Illustrations; *Land Settlement; *Local History; *Mexican American History; Mexican Americans; Mexicans; Political Power; Population Growth; Quality of Life; *Social History; Social Integration; Sociocultural Patterns
IDENTIFIERS- Barrios; *California (Los Angeles); Cultural Maintenance

This monograph provides a scholarly and comprehensive record of the history of Mexican Los Angeles, founded as a Spanish pueblo in 1781. Two centuries of history are covered from both a social and cultural perspective and are highlighted with more than 150 illustrations, photographs, and maps. Chapters focus on the city's Native American prehistory, early exploration, varied accounts of the founding of the city in 1781, and family portraits and chronology of the early years. Other chapters detail the growth, prosperity, and conflict of the Mexican national years; initial accommodations enabling cultural maintenance and community isolation; and development of the 20th-century Spanish press and new barrios of the early 1900s. Chapters also discuss changes during the depression and war years and the recent assertion of the city's Mexican community as a cultural and political force. Facts are carefully documented in each chapter and sources are cited in a 256-item bibliography. (NEC)

ED 279 525 SE 047 793

Gallagher, James J.
A Study of Secondary Science Teaching Practices.
PUB DATE- Apr 86
NOTE- 11p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (59th, San Francisco, CA, March 28 - April 1, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Case Studies; *Classroom Environment; Classroom Observation Techniques; Educational Cooperation; Instructional Effectiveness; Science Education; Science Instruction; *Science Teachers; Secondary Education; *Secondary School Science; *Teacher Behavior; *Teaching Methods
IDENTIFIERS- *Science Education Research

This study was designed to examine the nature of the interaction among secondary school science teachers, school administrators, and external agents and how these interactions influence the character of the science program. An ethnographic approach was employed in which secondary school science classes from five schools in two districts were observed during an 18 month period. Data were obtained from approximately 675 classroom observations, 200 interviews, and 60 formal interactions at meetings, workshops, and other activities. Findings are classified in four categories relating to: (1) teachers and teaching; (2) interaction among staff and others; (3) factors appearing to underlie observations; and (4) potential for change. Observations are reported in point form for each of these areas. Implications for instruction and researach are also discussed. (ML)

ED 279 241 HE 020 076

Babey, Evelyn R.
Making the Most of What You've Got: Renovation of the Office of the Registrar, University of California, Davis.
PUB DATE- 4 Nov 86
NOTE- 25p.; Paper presented at the Pacific Association of Collegiate Registrars and Admissions Officers (Lake Tahoe, NV, November 4, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Architectural Programing; *Building Plans; *College Buildings; *Educational Facilities Improvement; Higher Education; *Office Management; Questionnaires; Registrars (School); *School Registration; *Space Utilization
IDENTIFIERS- *University of California Davis

An account of the renovation of the Office of the Registrar at the University of California, Davis, is presented. The task was to redesign existing space to utilize it more effectively; the ultimate goal was to better serve the university community. Placing units that were functionally interdependent in closer proximity and arranging high volume student service functions together were seen as necessary changes. Concepts from environmental psychology were helpful in the renovation project. Staff participation in the office redesign plan was a priority. Before major design and planning decisions were made, each staff member completed a brief questionnaire, which is appended, in order to determine their needs in doing their tasks effectively. In addition to the redesign of office space and the relocation of office units, another key element to the renovation project was the use of landscape design in creating the actual work spaces. A sense of openness and an environment that permitted maximum flexibility were sought. Acoustical design was also important to reduce noise in the open environment. Diagrams of the office are appended. (SW)

ED 279 284 HE 020 134

Janosik, Steven M.; Anderson, David S.
Alcohol Risk Management Survey Summary.
Campus Alcohol Consultations, Washington, DC.
PUB DATE- 86
NOTE- 7p.; For related documents, see HE 020 130 and HE 020 135-136.
AVAILABLE FROM- Campus Alcohol Consultations, P.O. Box 65557, Washington, DC 20035.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Alcohol Education; *Alcoholic Beverages; *College Students; *Drinking; Higher Education; Intervention; Legal Responsibility; *Program Administration; Questionnaires; Recreational Activities; *School Policy; School Surveys; Social Life

Results of the Alcohol Risk Management Survey, which was completed by 325 college chief student affairs officers at four-year institutions, are presented. Adapted from the "Collegiate Alcohol Risk Assessment Guide," the survey assesses the management of alcohol-related activities on the college campus, with a focus on policy, procedure, intervention, and education. Among the trends are: private and public institutions have developed approprate alcohol policies; policies and procedures differed significantly by institutional type; intervention strategies and educational programs to help manage the risk associated with alcohol on the college campus have not been developed to the same extent as general policy; a high percentage of respondents indicated that a number of important educational opportunities designed to reduce risk never occur on their campuses; group events where alcohol is served declined over the past several years; and knowledge of state and local laws and risks associated with the use of alcohol among students is rising. In addition to a brief narrative summary, the survey questions and responses are provided. A four-point Likert scale was used to score responses to each item. (SW)

ED 279 326 IR 051 797

Levels of Library Development: Re-Imagining the Realm of the Possible.

Oklahoma Library Association, Norman.; Oklahoma State Dept. of Libraries, Oklahoma City.

PUB DATE- 85
NOTE- 54p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050) Legal/Legislative/Regulatory Materials (090) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Accreditation (Institutions); *Library Administration; *Library Planning; Library Role; Long Range Planning; Organizational Objectives; *Public Libraries; *State Aid
IDENTIFIERS- *Library Development; Library Services and Construction Act; *Performance Measures for Public Libraries; Performance Monitoring

Developed through a joint effort of the Oklahoma Library Association (OLA) and the Oklahoma Department of Libraries (ODL), this planning approach to library development is designed to lead a public library through the developmental process and identify a series of actions that will direct it toward planning for excellence. Introductory material includes a listing of members of the OLA/ODL Public Libraries Standards Committee, the 1983 OLA/ODL Public Libraries Standards Committee charge, and a discussion of background and philosophy. Broad levels of library development are identified as the definition of a public library, meeting requirements of rules and regulations for state aid, establishing performance measures, meeting performance standards, and developing role statements and long-range plans; and various components of each level are discussed. Finally, recommendations are presented for establishing a public library accreditation program, funding the implementation of "Levels of Library Development," organizing a legislative program to secure an increase in state aid appropriations for funding public libraries, and revising administrative procedures. Tables include a form for summarizing local library performance measures and a listing of performance standards by population size served, and a flowchart illustrates levels of funding for "Levels of Library Development." A glossary and bibliography are provided. (KM)

ED 279 354 JC 860 360

Career Research: Second Internship Seminar.
La Guardia Community Coll., Long Island City, N.Y.
PUB DATE- 86
NOTE- 71p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Career Choice; Career Development; Career Guidance; *Career Planning; Community Colleges; *Internship Programs; Needs Assessment; *Self Evaluation (Individuals); Technical Education; Two Year Colleges; Workbooks; *Work Experience Programs

Designed for students enrolled in an internship seminar at LaGuardia Community College (New York), this workbook helps students assess their skills and plan for their career. Chapter I discusses definitions of success, planning one's career journey by establishing a series of career goals and gathering information, and the purpose of the seminar. Chapters II and III provide information, guidance, and activities to help students assess their personal and work-related values, their skills and strengths, and their weaknesses. Chapter IV stresses the importance of understanding as much as possible about a chosen career field, focusing on such considerations as job responsibilities, requirements for entry and advancement, earning potential, job outlook, job path, and career planning. This chapter also assigns a term project to prepare a Future Resume, which lists the steps the student might take to achieve his/her career goal in the next 10 years. Chapter V discusses educational options within the context of the student's career journey. In chapter VI, methods for coping with financial needs are reviewed. Chapter VII offers concluding words of advice. (LAL)

ED 279 410 PS 016 350

Roe, Kiki V.; And Others
The Possible Danger of Excessive Early Maternal Vocal Stimulation on Infant Development.
SPONS. AGENCY- March of Dimes Birth Defects Foundation, Washington, D.C.; National Inst. of Child Health and Human Development (NIH), Bethesda, Md.
PUB DATE- Apr 86
NOTE- 9p.; Paper presented at the Biennial International Conference on Infant Studies (5th, Los Angeles, CA, April 10-13, 1986).
GRANT- MDBDF-12-78; NICHHD-1-R01-14931
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Early Experience; Ethnic Groups; Foreign Countries; *Infant Behavior; *Mothers; *Parent Influence; Socioeconomic Status; *Stranger Reactions; *Verbal Stimuli
IDENTIFIERS- Greece

Results of a series of studies suggested that excessive early vocal stimulation may be detrimental to infants' cognitive processing, and that optimal development may be associated with a moderate amount of early stimulation. Study 1 involved 59 3-month-old infants and their mothers. Study 2 observed 23 mothers and infants seen 3 months after the child's due date. Study 3 extended the sample to include 31 3-month-old Greek infants and their mothers from intact Greek homes. And study 4 further extended the sample to include 34 3-month-old infants and their mothers who came from diverse socioeconomic and ethnic backgrounds. All four studies found a curvilinear relationship between infants' differential vocal responsiveness (DVR) and the quantity of maternal vocal stimulation (MVS). In each study mothers were rank-ordered according to how much time they had spent talking to their infants during naturalistic sessions and then were separated into high, middle, and low MVS groups. The mean value of infants' DVR was calculated for each group. Differences between the three groups' DVR scores were statistically significant in each study. Low DVR was associated with both too little and too much MVS, while maximum DVR was associated with a moderate amount of MVS. Findings of an analysis of variance on the combined sample for MVS groups in mother- and stranger-present conditions are reported and discussed. (RH)

ED 279 452 RC 016 124

Hall, Suzanne, Ed.; Reck, Carleen, Ed.
Integral Education: A Response to the Hispanic Presence.
National Catholic Educational Association, Washington, D.C.
PUB DATE- Jan 87
NOTE- 96p.; Printed on colored paper. Funding for the manuscript's development came from the Fr. Michael McGivney Fund for New Initiatives in Catholic Education. The fund was made available by the Knights of Columbus.
AVAILABLE FROM- Publication Sales Office, National Catholic Educational Association, Suite 100, 1077 30th Street, N. W., Washington, DC 20007-3852 ($11.00 for nonmembers; $8.50 for members).
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Acculturation; Catholics; *Catholic Schools; *Church Role; *Cultural Background; Demography; *Educational Administration; Educational Attainment; Educational Resources; Elementary Secondary Education; Enrollment; Hispanic American Culture; *Hispanic Americans; Multicultural Education; Needs Assessment; Parent School Relationship; Religious Education; *Teaching Methods

An outgrowth of a series of hearings sponsored by the National Catholic Educational Association which revealed that many Hispanics do not feel accepted by the Catholic Church and cannot afford to educate their children in parochial schools, this report is designed to assist ministers in understanding and responding to the needs of their Hispanic students/families. Chapter 1 considers commonalities shared by all Hispanics as a group and diversities within the group, and presents demographic facts on population, age, education, family size, income, and employment. Chapter 2 describes Hispanic views regarding education and the Church, Hispanic faith and the concept of total dependence on God, and the meaning to Hispanics of family, person, hospitality, celebration, devotion to Our Lady, popular religious expression, language, and the law. Chapter 3 addresses integration of the Hispanic presence through inculturation, enculturation, and acculturation. Chapter 4 focuses on factors related to teaching the Hispanic student (teaching methodolgies, discipline, and language programs) and recommends a model. Chapter 5 discusses administrative concerns including preparation of professional staff, recruiting teachers, student admissions and enrollment, summer schools, fund raising, family-related requests by students, scheduling, parent education, sex education, pregnancy, the importance of symbols, multicultural education, group activities, female-headed households, cultural differences regarding the sense of space, church affiliation, and church attendance. Chapter 6 cites 65 resources dealing with Hispanic education and culture. Seven appendixes contain graphs, charts, and statistical tables as well as lists of major Hispanic feast days and of seminal religious and other figures in Hispanic history. (NEC)

Lawless, Ken
American Nomads: Notes on the Nature and Needs of America's Migrant Children. Harvesting the Harvesters. Book 1.
State Univ. of New York, Potsdam. Coll. at Potsdam.
SPONS. AGENCY- Department of Education, Washington, DC.; New York State Education Dept., Albany. Bureau of Migrant Education.
PUB DATE- Oct 86
NOTE- 17p.; For related documents, see RC 016 139-147. Photographs will not reproduce clearly.
AVAILABLE FROM- School of Professional Studies, Potsdam College, Potsdam, NY 13676.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Correspondence Study; Cultural Differences; *Cultural Traits; Educational Attitudes; *Educational Improvement; *Educational Needs; Educational Philosophy; Elementary Secondary Education; Inservice Teacher Education; *Migrant Children; *Migrant Education; Migrant Problems; Migrant Workers; Preservice Teacher Education; *Socioeconomic Background; Student School Relationship; Teacher Attitudes; Units of Study
IDENTIFIERS- Culture of Poverty; Migrant Educators National Training OutReach

The first of a series of 10 study units for a Migrant Educators' National Training OutReach (MENTOR) correspondence course introduces the characteristics of migrant education, and problems and educational needs of American migrant children. Designed to be used in preservice or inservice teacher education, the unit discusses teacher attitudes and self-awareness of prejudice, migrant student strengths, and the importance of recognizing migrant students' talents and abilities. The unit describes migrant heritage and two common characteristics--migrancy and economic difficulties--while stressing the economic, cultural, ethnic, and attitudinal diversity among migrant workers. The unit reviews services available to migrants, limitations of those services such as community conservatism, prejudice, language barriers, and cultural factors. Excerpts from books, reports, and interviews illustrate educational conditions facing migrant children, emphasize the importance of community resources in teaching migrant educators about the cultures they serve, and discuss sociological factors which anthropologists have labeled the cultures of poverty, machismo, and silence. Addresses of state offices of migrant education and a 30-item bibliography are included. (LFL)

ED 279 494 SE 047 759

Fox, Joan; And Others

Comprehensive Instructional Management System (CIMS). A Cyclical Mathematics Curriculum. Part 1--Teacher. Experimental. Level 4.

New York City Board of Education, Brooklyn, N.Y. Div. of Curriculum and Instruction.

REPORT NO.- Curric-00-6004-23; ISBN-88315-521-4
PUB DATE- 86
NOTE- 456p.; For Part 2 teachers manual, see SE 047 760; for workbooks, see SE 047 757-758.
AVAILABLE FROM- New York City Board of Education, Curriculum Editorial and Production Unit, Office of Curriculum Development and Support, Room 613, 131 Livingston St., Brooklyn, NY 11201.
LANGUAGE- English
EDRS Price - MF01/PC19 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Curriculum Guides; *Educational Objectives; *Elementary School Mathematics; Grade 4; Intermediate Grades; *Learning Activities; *Mathematics Curriculum; *Mathematics Instruction; Teacher Developed Materials; Teaching Methods; Worksheets
IDENTIFIERS- New York City Board of Education

The major goal of the Comprehensive Instructional Management System for mathematics is to provide the classroom teacher in New York City with a well-structured, objective-based curriculum. This first part of the manual for Level 4 includes modules for 14 topics: (1) numbers and numeration; (2) addition of whole numbers; (3) subtraction of whole numbers; (4) multiplication of whole numbers; (5) division of whole numbers; (6) fractions; (7) decimals; (8) integers; (9) geometry; (10) measurement; (11) algebraic concepts; (12) graphs, probability and statistics; (13) problem solving; and (14) review. The recommended instructional sequence is listed, followed by the content listed by topic. Reinforcement of previously learned skills is incorporated. Each objective is considered, with vocabulary, activities for getting started, and teaching strategies to use. The pupil's worksheets are interspersed. Resource materials, symbols, and equipment lists are included. (MNS)

ED 279 510 SE 047 777

Perl, Teri Hoch; Manning, Joan M.
Women, Numbers and Dreams. Biographical Sketches and Math Activities.
SPONS. AGENCY- Women's Educational Equity Act Program (ED), Washington, DC.
REPORT NO.- ISBN-0-938625-07-1
PUB DATE- 82
NOTE- 186p.; For teacher's manual, see SE 047 776. Photographs may not reproduce well.
AVAILABLE FROM- National Women's History Project, P.O. Box 3716, Santa Rosa, CA 95402 ($18.95, includes teacher's manual).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Biographies; *Careers; Elementary Secondary Education; *Females; *Learning Activities; *Mathematics Education; *Mathematics Instruction; Motivation; Number Concepts; Sex Bias

This booklet was written to provide role models for young people. Included are stories of 13 interesting women who have worked in careers that require substantial training in mathematics, with the hope of encouraging students to aspire to careers in fields using mathematics. Both contemporary and noncontemporary women are included to provide contrast between situations faced by women today and in the past. Mathematics activities are included to show that mathematics is far more than the arithmetic learned in elementary schools. Elementary number theory concepts such as prime numbers, triangular numbers, and common multiples are reinforced in mathematics shade-ins, where a picture is tied to the story. Role play is also incorporated. Biographical stories are given for Mary Somerville, Ada Lovelace, Sonya Kovalevskaya, Mary Boole, Emmy Noether, Lenore Blum, Evelyn Boyd Granville, Fanya Montalvo, Edna Paisano, Grace Yang, and three computer consultants from Wisconsin. (MNS)

ED 279 541 SE 047 810

Evaluation of the Academy of Math, Science, and Engineering at Luther Burbank High School During the 1984-85 School Year. Evaluation Report No. 21.

Sacramento City Unified School District, Calif.

PUB DATE- 14 Mar 86
NOTE- 13p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Achievement; *College Preparation; Educational Opportunities; Engineering Education; High Schools; Instructional Improvement; *Magnet Schools; Mathematics Education; *Nontraditional Education; Science Education; Secondary Education; *Secondary School Mathematics; *Secondary School Science
IDENTIFIERS- *California

The Academy of Math, Science, and Engineering was established at the Luther Burbank High School of Sacramento, California as a rigorous and competitive academic alternative program. This report contains an evaluation of the second year (1984-85) of the program. Program accomplishments are reviewed in the categories of: (1) student enrollment; (2) student satisfaction; (3) parent satisfaction; (4) teacher satisfaction; (5) work requirements; (6) equipment and materials; (7) course outlines; and (8) teacher suggestions for improvement. Specific recommendations for the Acadamy program are listed. Also included are the program's student questionnaire, parent questionnaire, and the staff evaluation form. (ML)

ED 279 183 FL 016 491

Tommola, Jorma
Simplified and Abridged Texts: What Happens to Content and Sentence Structure?
PUB DATE- 84
NOTE- 18p.; In: Ringbom, Hakan, Ed,; Rissanen, Matti, Ed. Proceedings from the Nordic Conference for English Studies (2nd, Hanasaari/Hanaholmen, Finland, May 19-21, 1983); see FL 016 498. Pages 5-6 contain small print.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Comparative Analysis; Content Analysis; *Difficulty Level; Discourse Analysis; Editing; *English; *Language Processing; Phrase Structure; *Reading Materials; *Sentence Structure; Statistical Analysis; *Structural Analysis (Linguistics)
IDENTIFIERS- *Simplification (Language)

A comparison of an original and a simplified version of a text from the point of view of content and certain linguistic characteristics is examined. The text is a Daniel Defoe story. The effects of simplification on content are examined through analysis of propositions or "text atoms" of the text, their arrangement into an intermediate macrostructure, and the relation of this content structure with the content of the simplified version, especially to see how the simplified version followed the underlying content paths. The effects of simplification on sentence structure are measured by a number of mechanical counts (number of sentences, mean sentence and clause length, mean number of clauses per sentence, and the distribution of these numbers), sentence and clause types, depth of embedding, and subordination. Implications of simplification for language processing are also considered. (MSE)

ED 279 199 FL 016 511

Mei, Dolores M.; And Others
English as a Second Language. 1984-85 Final Report. OEA Evaluation Report.
New York City Board of Education, Brooklyn, N.Y. Office of Educational Evaluation.
PUB DATE- 87
NOTE- 30p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Course Objectives; *English (Second Language); High Schools; High School Students; Inservice Teacher Education; *Language Skills; Limited English Speaking; *Program Effectiveness Program Evaluation; Second Language Instruction; Structural Analysis (Linguistics); Syntax; *Urban Schools
IDENTIFIERS- *Content Area Teaching

An evaluation of the New York City high schools' program in Englis as a second language (ESL) for limited English-proficient students focuses on the effectiveness of the program's beginning, intermediate, advanced, and transitional classes. It evaluates one program aspect, ESL content area classes, and focuses on two principal program objectives: improvement of listening, speaking, reading, and writing skills necessary for mainstreaming, and mastery of English syntax objectives as measured by the Criterion Referenced English Syntax Test. Overall, the program was found to have met its English language objectives, but that success did not translate into improved achievement in content area learning. Recommendations include: on-site and, if possible, centralized group training sessions for ESL content-area teachers; and ESL training for all ESL content-area teachers with large classes. (MSE)

ED 279 256 HE 020 091

Barker, Narviar Cathcart
Cultural Diversity: An Expectation for Teaching.
PUB DATE- Jan 86
NOTE- 13p.; Paper presented at the Teaching for Potential Regional Conference on University Teaching (2nd, Las Cruces, NM, January 9-12, 1986). For complete proceedings, see ED 276 328.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Students; Cultural Awareness; *Cultural Pluralism; *Ethnic Groups; Higher Education; *Intercultural Communication; *Minority Groups; Sociocultural Patterns; Teacher Responsibility; *Teacher Student Relationship

Educators' responsibility to cultural diversity among students is discussed. It is suggested that the presence of cultural diversity in the classroom seriously threatens the educative process when student and teacher are not connecting due to words and language. The educator's training tends to consist of jargon, stereotypic assessments, and American values; the application of such training does nothing to ease pupils who feel isolated into active classroom participation. Professors must have knowledge of what to convey and how to impart this wisdom to learners who represent more than one culture or social condition. It is the educator's responsibility to maintain teaching goals; to communicate in harmony with traditional and worldly patterns found in cultures; and to stimulate trust and enthusiasm in learners. Educators should also be conversant in the specific culture of their students. The way members of each culture view relationships with authority figures and how they respond to opportunities for betterment is also essential information for educators. Methods employed by faculty need to be connected to each culture's learning patterns. Suitable learning is evaluated by universal cultural standards. Faculty can capitalize on this by taking the position that they are simply one culture sharing with another culture. (SW)

ED 279 270 HE 020 105

The Master Plan for Florida Postsecondary Education. Supplement Number 1: State Student Financial Aid Policy. Report and Recommendations of the Postsecondary Education Planning Commission.
Florida State Postsecondary Education Commission, Tallahassee.
PUB DATE- 17 Mar 83
NOTE- 29p.; For the main report and other supplements, see HE 020 104-107.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- College Planning; Eligibility; Fees; Financial Aid Applicants; *Financial Policy; Government School Relationship; Grants; *Master Plans; *Postsecondary Education; Public Policy; *Statewide Planning; *Student Financial Aid; Student Loan Programs; *Tuition
IDENTIFIERS- *Florida

This first supplement to the Florida master plan for postsecondary education covers state student financial policy. Basic assumptions/concepts relevant to state student financial aid policy are briefly considered, including access, quality, and community involvement. Tuition policy recommendations include: tuition at public community colleges and universities should be indexed to state general revenue appropriations; and the Florida Tuition Voucher Program should be continued. Financial aid policy recommendations include: students should be required to apply for federal Pell Grants when they apply for state grants and the Pell award should be considered in assessing students' available resources; the need-based Florida Student Assistance Grants Program should be maintained as the state's primary access grant program; and the first year of the Academic Scholars Program should be completed before it is evaluated. Additional recommendations concern: industry-education cooperation; career work experience program; eligibility for student financial aid; fees for community college and state university students; loan forgiveness fund; and student loan revenue bonds. (SW)

ED 279 312 IR 012 555

Frey, Karl
Computer Education in Schools: The Distribution Model and the Integration Model in the Federal Republic of Germany.
PUB DATE- Apr 86
NOTE- 18p.; Paper presented at the Annual Convention of the American Educational Research Association (San Francisco, CA, April 16-20, 1986). For related document, see IR 012 556.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Administrators; Comparative Analysis; Computer Literacy; *Computer Science Education; *Computer Uses in Education; Conflict; *Curriculum Design; Developed Nations; Elementary Secondary Education; Foreign Countries; *Models
IDENTIFIERS- *West Germany

This paper discusses two conflicting opinions on the role of computer education within the West German school curriculum, i.e., the opinion of the majority of the education ministers and administrators, who wish to see computer use distributed over as many school subjects as possible, and a minority of specialists in computer education who prefer an integration model, which would provide a block of integrated instruction in grade 8, followed by computer use in various subjects over the next 2 years. The two models--distribution and integration--are briefly described, and the rationale for each of them is given: political authorities who favor the distribution model are aiming at rapid and widespread application of computers in schools in order to complement computer applications in trade and industry, while the proponents of the integration model seek to provide computer literacy for everyone. The curriculum as envisaged by the integration model is then discussed and a diagram is provided which illustrates the relationships of the four thematically linked fields that comprise the model: applications and effects of information processing, problem solving with algorithmic methods, principles of software and hardware systems, and applications of the user system. A comparison of the two models which points out the advantages and disadvantages of each concludes the paper. The two models are further illustrated in the appendices by charts showing the computer curriculum in Baden/Wurttemberg (the distribution model) and Zurich (the integration model). A 17-item reference list is also provided. (DJR)

ED 279 368 JC 870 117

Varton, Deborah M.
Nursing in the Pediatric Intensive Care Unit, Nursing 205.
PUB DATE- 87
NOTE- 38p.; Graduate seminar paper, University of California, Los Angeles.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Course Content; Course Descriptions; Course Evaluation; *Course Objectives; Family Practice (Medicine); Higher Education; Nurses; *Nursing Education; *Pediatrics; Primary Health Care

A description is provided of a course, "Nursing in the Pediatric Intensive Care Unit," offered for senior-level baccalaureate degree nursing students. The first section provides information on the place of the course within the curriculum, the allotment of class time, and target student populations. The next section looks at course content in terms of major course goals, long-range objectives, and units of instruction. A list of texts and other instructional materials for the course is followed by descriptions of the nine instructional units: (1) Children Are Different; (2) Psychosocial Aspects of Pediatric Intensive Care Units; (3) Cardiovascular Disorders; (4) Pulmonary Disorders; (5) Chest X-Ray Interpretation; (6) Neurologic Disorders; (7) Renal Disorders; (8) Gastrointestinal Disorders; and (9) Instrumentation: Principles and Techniques. Finally, information on student and course evaluation is provided, including an estimation of the number of students who will meet course objectives and provisions for those who fail. (LAL)

ED 279 382 JC 870 142

Carter, Kathleen G.
An Articulation Model for Vocational Programs between a Secondary Area Vocational-Technical School and a Community College in Pennsylvania.
SPONS. AGENCY- Pennsylvania State Dept. of Education, Harrisburg. Bureau of Vocational Education.
PUB DATE- Sep 85
NOTE- 163p.; A cooperative effort between the Delaware County Area Vocational-Technical Schools and the Delaware County Community College.
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)

DESCRIPTORS- *Articulation (Education); *College School Cooperation; Community Colleges; *Cooperative Planning; Cooperative Programs; Models; Program Descriptions; Program Development; Research Methodology; Two Year Colleges; *Vocational Education

A model is presented for the articulation of programs between a secondary vocational-technical school and a community college in Pennsylvania. First, the report describes how the model was developed and field-tested using a research and development methodology and a decision-facilitation evaluation model. Next, a literature review is presented, covering definitions of articulation, advantages of articulation, enhancers and inhibitors, existing models, techniques and recommendations, and research design. Steps in developing the model are examined next, including establishment of a research base, formation of a joint planning committee, selection of program, development of a policy statement, determination of field-test objectives, review of related literature, establishment of an advisory committee structure, and sequencing of activities. Next, the model for articulation is presented, with focus on the following components: (1) formation of an Articulation Advisory Committee (AAC); (2) preliminary meeting of faculties; (3) first meeting of the AAC; (4) inservice training to provide an orientation to competency-based vocational education, define the scope of the program, and select an occupational analysis; (5) verification of the occupational analysis; (6) incumbent worker survey; (7) determination and validation of terminal performance objectives; (8) development of plans for student recruitment, placement, and training and recruitment in industry; (9) development of criterion-referenced tests; (10) development of a plan for resource sharing; and (11) formal agreement. A bibliography is included. (EJV)

ED 279 425 PS 016 381

Norlander, Karen
Casting a Blind Eye: Regulation of Family Day Care in New York State.
Child Care, Inc., New York, NY.
PUB DATE- Apr 86
NOTE- 81p.; For Executive Summary, see PS 016 382.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Certification; *Community Programs; *Community Zoning; *Family Day Care; Legislation; Models; Standards; *State Programs
IDENTIFIERS- Municipal Regulation; *New York; Regulatory Programs; *Rules and Regulations; State Regulation; Subsidized Child Care Services

A study of the legal and regulatory barriers to the expansion of family day care in New York State was made. Research for the study consisted of a two-part survey of members of the New York State Child Care Coordinating Council and the New York City Family Day Care Task Force; interviews with public officials, child care advocates, and child care experts; and an intensive review of state laws and regulations pertaining to family day care. The following legal barriers were identified and are the focus of this report: a fragmented licensing system, multiple agency regulation, attempted regulation by municipalities through exclusionary zoning, and widespread provider noncompliance and lack of enforcement of the licensing law. The problem of obtaining liability insurance for family day care providers was also identified as a major practical barrier to the expansion of licensed family day care. Chapter I describes the regulatory problems identified in the survey. Chapter II analyzes the legal and regulatory framework that created and perpetuates the problems. Chapter III analyzes the problem of municipal zoning and family day care. The final chapter offers specific recommendations for change. (RH)

ED 279 479   RC 016 154

Kleinfeld, Judith; And Others
The Teacher as Inventor--Making Small High Schools Work.
Alaska Univ., Fairbanks. Alaska Native Human Resources Development Program.; Alaska Univ., Fairbanks. Coll. of Human and Rural Development.
SPONS. AGENCY- Alaska Univ., Fairbanks.
PUB DATE- 86
NOTE- 102p.; Some pictures may not reproduce well.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Community Resources; *Creative Teaching; Educational Resources; *High Schools; Instructional Innovation; *Program Descriptions; *Rural Education; School Community Relationship; School Size; Secondary Education; Secondary School Teachers; *Small Schools; *Teacher Student Relationship; Travel
IDENTIFIERS- *Alaska

Designed to celebrate rural teachers' inventiveness and stimulate teacher thinking about opportunities that small schools offer, this booklet is a collection of ideas and resources that have worked in specific Alaska school settings. An introductory chapter challenges teachers to use small size to advantage. Chapter 2 shows what rural teachers are doing with their own talent, school staff, students, technology, and scheduling to develop/utilize resources like tutorials, multi-subject classes, project centered classes, departmentalization, peer and cross age tutoring, peer counseling, computers, audio conferencing, instructional television, videos, and block scheduling. Chapter 3 explores ways of using the community: using local talent, developing cultural heritage projects, providing community services, and starting student enterprises. Chapter 4 outlines how rural teachers can use opportunities to travel with students to broaden students' experiences of the world, teach unfamiliar concepts, help students acquire a more realistic picture of contemporary life, and give students an opportunity to make better judgments on what to do after high school. Chapter 5 describes how to take advantage of 33 state and national programs devoted to academic enrichment, correspondence study, vocational education and practical skills, urban and outdoor survival skills, summer activities, and social problems (alcohol and substance abuse and suicide prevention). (NEC)

ED 279 559 SO 017 641

Flinders, Neil J.; Hilton, Matthew M. F.
Acting to Protect the Cultural and Legal Foundations of the Family in an Increasingly Alien Intellectual and Legal Environment.
PUB DATE- 86
NOTE- 13p.; Paper presented at a Conference on Education and the Family (Provo, UT, February 5, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Cultural Background; *Educational Philosophy; Higher Education; *Public Education; Traditional Schools

Western intellectual heritage is characterized by a gradual but significant shift from a supernatural to a naturalistic worldview between 1880 and 1920. With the ascendancy of naturalistic worldview, various conflicting ideas emerge about the place and proper function of the family and the educational institutions. The social and legal implications of these cultural conflicts are discussed. Implications for legal and social action aimed at strengthening the tie between the family and traditional education are identified. (Author)

ED 279 167 FL 016 475

Ringbom, Hakan, Ed.; Rissanen, Matti, Ed.
Proceedings from the Nordic Conference for English Studies (2nd, Hanasaari/Hanaholmen, Finland, May 19-21, 1983). Meddelanden fran Stiftelsens for Abo Academi Forskningsinstitut Nr. 92.
Abo Akademi (Finland).
SPONS. AGENCY- British Council, London (England).; Ministry of Education, Helsinki (Finland).
REPORT NO.- ISBN-951-648-980-X
PUB DATE- 84
NOTE- 598p.; For selected individual papers, see FL 016 476-498.
LANGUAGE- English
EDRS Price - MF03/PC24 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)

DESCRIPTORS- Authors; Body Language; Coherence; Cohesion (Written Composition); Comparative Analysis; Contrastive Linguistics; Diachronic Linguistics; Dialects; Discourse Analysis; Engineering; *English; English (Second Language); *English Literature; Finnish; Foreign Countries; *Form Classes (Languages); Intonation; Literary Criticism; *Literary History; *Morphology (Languages); Old English; Oral Language; Persuasive Discourse; *Phonology; Phrase Structure; Pragmatics; Pronouns; Research Papers (Students); Second Language Instruction; Semantics; Structural Analysis (Linguistics); Technical Writing; Uncommonly Taught Languages; Vocabulary; Written Language

The 50 papers on English language and literature included in this compilation are grouped under the following headings: Old English (editing "Judgment Day," the syntactic types "every man" and "each of men," and continuity and variation in psalm glosses); Present-Day English (speech rate and vowel quantity as compared with Finnish): neutralization in generative phonology; nouns ending in "-ee"; embedding in legal English; conversion; term-formation in engineering; lexicology; aspects of dialect space; "go to" and "will" in spoken English; preterite and perfect in British news bulletins; semantics of terminologies; secular, doctrinal, and supernatural illocutionary acts; cohesion and coherence in short expository essays; pronominal chains in conversation; argumentative text structure; content and sentence structure in simplified and abridged texts; the transferred epithet and body language; term papers in research projects; comparison of spoken and written English; adverbials; discourse analysis; English in Sweden); Teaching of English (intonation and Norwegian students; difficulty in English as a foreign language; technological developments; British politics); and literature (controversy over literary theory; comedy and twentieth-century drama; medieval portraiture; the song "Little Son Hugh"; folktales; partition in Indo-English novels; and 12 authors: William Shakespeare, John Milton, Thomas Otway, Mary Wollstonecraft, Samuel Coleridge, Charles Dickens, Elizabeth Sewell, Thomas Hardy, Hans Andersen, D. H. Lawrence, Andre Brink, Tom Stoppard). (MSE)

HE

ED 279 213 HE 019 816

Annual Survey of Colleges, 1986-1987. Summary Statistics.
College Entrance Examination Board, New York, N.Y.
REPORT NO.- ISBN-0-87447-277-6

PUB DATE- 86
NOTE- 147p.; For the 1984-85 survey, see ED 261 624.
AVAILABLE FROM- College Board Publications, Box 886, New York, NY 10101 ($10.00 per copy; 20% discount on 5 or more copies).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Persistence; *College Admission; College Freshmen; *College Programs; *Degrees (Academic); *Enrollment Trends; Geographic Regions; Higher Education; *National Surveys; Private Colleges; School Surveys; State Colleges; Student Characteristics; *Student Financial Aid; Student Loan Programs; Two Year Colleges; Undergraduate Students; Work Study Programs

Results of the College Board's Annual Survey of Colleges for 1986-1987 are presented, based on responses from 3,093 two-year and four-year institutions. Data for 1985 and trends for 1980 and 1984 cover undergraduate enrollments, student progress, academic programs, degrees conferred, and student financial aid. While most of the tables present national information broken down by institutional type and control, comparisons by six geographic regions are included. Full-time and part-time enrollments are reported for undergraduates and first-time freshmen, transfer students, ethnic groups, and males and females. Additional information includes: percent of freshmen successfully completing the first year; percent of graduates of two-year and four-year programs who pursue further study; associate and bachelors degrees by general discipline and type of college; admisssions criteria and selectivity; comparison of freshman applications, acceptances, and enrollment; high school curriculum requirements; percentages of institutional grant, loan, and job dollars; and offerings for preadmission summer programs, remedial instruction, cooperative education, and internships. The survey methodology is described, definitions are given for institutionial type, and a list of the six College Board regions is appended. (SW)

ED 279 227 HE 020 060

Undergraduate Education. Report of the Committee on the Study of Undergraduate Education, State of Illinois Board of Higher Education.

Illinois State Board of Higher Education, Springfield.

PUB DATE- Sep 86
NOTE- 23p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Achievement; Advisory Committees; College Faculty; College Instruction; *College Preparation; Educational Assessment; Educational Objectives; *Educational Quality; *General Education; Higher Education; Public Policy; *Remedial Instruction; Statewide Planning; *Undergraduate Study
IDENTIFIERS- AAHE Assessment Forum; *Illinois

This report of the Committee on the Study of Undergraduate Education in Illinois focuses on: student preparation and remediation; student achievement and scholarship and general education; and faculty and excellence in teaching. The committee, which was composed of policymakers, administrators, faculty, and students, established statewide policy goals and directions. Recommendations include: colleges should inform potential students and schools of the necessary academic preparation and should help strengthen the preparation of high school students; colleges should establish criteria for provisional admission to baccalaureate and baccalaureate transfer programs; remedial coursework should be provided in writing, reading, and mathematics; colleges should define objectives of general education and expectations for the development of baccalaureate-level skills, as well as time frames for students to meet these objectives; colleges should assure that faculty assignments reflect the importance of undergraduate instruction; and planning and resource allocation should emphasize the improvement of the quality of undergraduate instruction. (SW)

ED 279 299 IR 012 535

McLaughlin, Pamela, Comp.
Information Resources on Intellectual Freedom in the Schools. A Selected ERIC Bibliography.
ERIC Clearinghouse on Information Resources, Syracuse, N.Y.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Sep 86
NOTE- 3p.
CONTRACT- 400-85-0001
AVAILABLE FROM- Clearinghouse on Information Resources, Syracuse University, 030 Huntington Hall, Syracuse, NY 13244-2340 (free).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; *Censorship; *Controversial Issues (Course Content); Elementary Secondary Education; *Freedom of Information; Guidelines; *Information Sources; *Intellectual Freedom; Library Material Selection; Opinion Papers; Periodicals; Social Studies; Surveys; Use Studies
IDENTIFIERS- American Library Association; Huckleberry Finn

This selected ERIC bibliography lists 12 titles concerned with intellectual freedom in the schools. The items listed include essays, opinion papers, journal articles, studies, proceedings, and survey reports discussing such topics as library material selection; aid from the American Library Association Office for Intellectual Freedom (OIF); freedom of expression and values inculcation in school curriculums; an exercise with secondary level social studies students exploring censorship; examining the inconsistencies between public education and democracy; ethical theory and controversial topics; defusing protests against assigned classroom readings; major court cases and decisions involving library censorship and the banning of books; techniques for eliminating censorship in the social studies classroom; the censorship of "Huckleberry Finn"; and a state model for dealing with censorship. The ERIC document (ED) or journal (EJ) number is given for each item, and information on obtaining these items is provided. (DJR)

ED 279 340 IR 051 812

Didier, Elaine K.
Research on the Impact of School Library Media Programs on Student Achievement.

PUB DATE- 2 Nov 84
NOTE- 10p.; Paper presented at the Annual Meeting of the American Association of School Librarians (Atlanta, GA, November 2, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Academic Achievement; Correlation; Educational Background; Elementary Education; *Elementary School Students; Expenditure per Student; *Learning Resources Centers; Literature Reviews; Media Specialists; *Professional Personnel; *Reading Skills; *School Funds; School Libraries; School Surveys; *Study Skills

This report summarizes an investigation of the relationship between public elementary school students' achievement in reading and study skills and several aspects of the library media program. Data were collected from a statewide survey of library media programs and personnel, district summaries of reading achievement scores for fourth and seventh graders, and financial data regarding State Equalized Valuation (SEV) and per-pupil expenditures for instruction. Major study findings consider the effect of professional personnel in schools on student achievement in reading, study skills, and use of newspapers at the seventh-grade level, and student access to the library media center; the curricular role of the library media specialist relative to student achievement in reading at the fourth-grade level; the correlation in districts with professional library media personnel between SEV and instructional expenditures per pupil and between overall student achievement in reading and instructional expenditures; the likelihood of districts with higher SEV and total instructional expenditures per pupil having professional media personnel at the elementary level; and the relationship of the educational background of the library media specialist to his/her curricular role, overall student achievement in reading at the fourth-grade level, and student access at both levels. A summary of related research and a 37-item bibliography are provided. (KM)

ED 279 397 PS 016 302

Moxley, Roy A.; Barry, Pamela J.

Developing Microcomputer Programs for Early Literacy.
PUB DATE- 86
NOTE- 55p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Case Studies; *Computer Software; *Early Experience; *Literacy Education; *Microcomputers; *Preschool Children; Preschool Education
IDENTIFIERS- *Software Design

Through an adaptation of a language experience approach, microcomputer programs were designed to develop the literacy skills of four 4-year-old nursery school children. In order to document the design process, the intervention procedures, and their effects, case studies were made. Instruction was based on a highly interactive strategy with short, frequent cycles of program modification in a variation-selection-retention paradigm. The aim of the intervention study was to progressively select instruction that appeared to be related to the sufficient conditions of children's improved performance. Subjects were seen individually twice per week in 20- to 30-minute sessions at the West Virginia University Nursery School. The experimenters worked with three children each semester: one child in the first semester only, one in the second semester only, and two in both semesters. Programs focused on (1) spelling single words, and (2) composing pictures with letter and word commands, and adding verbal text to the pictures. Results are presented in terms of changes in the children's performance, in the computer programs, and in instructional procedures. Pre- and post-test comparisons indicated that all children improved their literacy skills. Improvements ranged from increased spelling skills to the substantial acquisition of a small writing and reading language system. Discussion of outcomes focuses on reasons for attributing at least partial efficacy to the instructional conditions as a whole and ways the programs could be used in classrooms. (RH)

ED 279 440 RC 016 027

Antle, David
New Mexico Adolescent Health Risks Survey.
New Mexico State Dept. of Health and Environment, Santa Fe.

PUB DATE- Nov 85
NOTE- 54p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Adolescents; Dental Health; Drug Use; Exercise; Family History; *Health; Minority Groups; Nutrition; Questionnaires; *Risk; Secondary Education; *Secondary School Students; Sexuality; Smoking; Stress Variables; Traffic Safety; Well Being; Whites
IDENTIFIERS- *New Mexico; Student Surveys; *Wellness

To inform students of health risks (posed by behavior, environment, and genetics) and provide schools with collective risk appraisal information as a basis for planning/evaluating health and wellness initiatives, New Mexico administered the Teen Wellness Check in 1985 to 1,573 ninth-grade students from 7 New Mexico public schools. Subjects were 52% male and 48% female. Ethnic distribution was 46% Anglo, 36% Hispanic, 9.5% Native American, 2% Black, 1% Asian, and 5.5% other. Respondents confidentially answered questions on health-related knowledge and practices regarding family history, dental hygiene, alcohol and drug use, exercise, nutrition, sexuality knowledge, smoking, stress, and motor vehicle safety. Overall findings indicated 73% didn't always wear seatbelts, 62% didn't eat variety from 4 food groups daily, 50% didn't eat 5 breakfasts weekly, 40% didn't get 20 minutes of aerobic exercise 3 times weekly, 30% drank alcohol, 27% drove or rode with drivers under influence of alcohol/drugs, 23% were highly stressed, 15% smoked cigarettes, 15% used alcohol with other drugs, 12% often felt life was not worth living, 10% didn't brush teeth daily, 6% drank 5 or more alcoholic drinks daily, 2% smoked 1 or more packs of cigarettes daily, and 2% were 20% or more overweight. (NEC)

ED 279 511 SE 047 778

Status and Future of Lunar Geoscience.
SPONS. AGENCY- National Aeronautics and Space Administration, Washington, DC. Scientific and Technical Information Branch.
REPORT NO.- NASA-SP-484
PUB DATE- 86
NOTE- 64p.; Colored pictures may not reproduce well.
AVAILABLE FROM- Superintendent of Documents. U.S. Government Printing Office, Washington, DC 20402.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Aerospace Technology; Earth Science; Geology; *Lunar Research; Research and Development; Research Opportunities; Science Education; Scientific Research; *Space Exploration; *Space Sciences; *Technological Advancement
IDENTIFIERS- National Aeronautics and Space Administration

A review of the status, progress, and future direction of lunar research is presented in this report from the lunar geoscience working group of the National Aeronautics and Space Administration. Information is synthesized and presented in four major sections. These include: (1) an introduction (stating the reasons for lunar study and identifying current and future efforts in this area); (2) status and unresolved problems in lunar science (outlining advances related to research on the moon's crust, mantle, core, and its geologic processes); (3) future of lunar science (specifying immediate needs for the development of lunar science); and (4) summary (highlighting the accomplishments of the past and targeting goals for the future). An extensive reference list is provided. (ML)

ED 279 526 SE 047 794

State Science Objectives Grades 1-8. Basic Skills Assessment Program.

South Carolina State Dept. of Education, Columbia.
PUB DATE- Mar 86
NOTE- 57p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTORS- *Basic Skills; Elementary Education; *Elementary School Science; Junior High Schools; Minimum Competencies; Science and Society; *Science Curriculum; Science Education; *Science Instruction; Scientific Concepts; Scientific Literacy; *Secondary School Science; Skill Development; State Curriculum Guides; Student Educational Objectives
IDENTIFIERS- *South Carolina

Designed to serve as a preliminary guide for curriculum development and science instruction in South Carolina, this booklet identifies basic skill objectives in science for grades one through eight. Categories of South Carolina's Basic Skills Assessment Program (BSAP) for science include: (1) science concepts; (2) science process skills; (3) science and technology; and (4) nature of science. Explanations of these objectives are provided in two sections: "Science Objectives across Grades" and "Science Objectives by Grade." The "Across Grades" section identifies each objective's general purpose and illustrates the continuum of concept and skill development at each grade. The "By Grade" section contains a statement and overview of each of the four objectives, a list of specific concepts and skills related to each of the objectives, and examples of the concepts and skills for each objective for grades one through eight. (ML)

ED 279 542 SE 047 812

Nature-Computer Camp. Final Evaluation Report. E.C.I.A. Chapter 2.

District of Columbia Public Schools, Washington, DC. Div. of Quality Assurance.

PUB DATE- Aug 86
NOTE- 82p.; For earlier report see ED 258 822.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Achievement; Attitude Change; Computer Literacy; *Computer Science Education; Ecology; Elementary School Science; *Environmental Education; Grade 6; Intermediate Grades; Models; Outdoor Education; *Program Evaluation; Program Implementation; *Resident Camp Programs; *Socialization; Student Attitudes

This report presents a description and evaluation of the Nature-Computer Camp (NCC), an environmental and computer science program designed for sixth grade students in the District of Columbia public schools. Inputs, processes and outcomes based on a Planning, Monitoring and Implementing (PMI) Evaluation Model are reviewed for each of the four program objectives. These achieved objectives included: (1) the establishment of the Nature-Computer Camp; (2) significant gains in knowledge in the areas of stream ecology, woodland ecology and geology, and computer literacy; (3) positive attitudes toward the program; and (4) demonstration of appropriate socialization skills. Evaluation results indicated that the goal of the project to provide students with an opportunity to develop socio-academic skills emphasizing environmental inter-dependencies and computer literacy was met. With over 484 students demonstrating gains in all areas, no changes were recommended for either the program or the evaluation design. The only recommendation suggested would be for continuance as is or expansion if possible. Supporting documentation (including evaluation model schema, data analysis summaries, camp schedules, and samples of expected social behaviors) is included in appendices. (TW)

ED 279 242 HE 020 077

The Cutting Edge: Higher Education's Initiatives for Excellence.
South Carolina Commission on Higher Education, Columbia.
PUB DATE- Jan 87
NOTE- 75p.
AVAILABLE FROM- South Carolina Commission on Higher Education, 1333 Main Street, Suite 650, Columbia, SC 29201.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Persistence; Academic Standards; Accountability; Board of Education Role; College Admission; College Faculty; College Instruction; College Planning; College Preparation; Developmental Studies Programs; *Educational Assessment; *Educational Quality; *Higher Education; Instructional Improvement; Professional Recognition; Public Colleges; Research Projects; Scholarships; State Boards of Education; *Statewide Planning; Undergraduate Study
IDENTIFIERS- *South Carolina; Teacher of the Year
An initiative to promote excellence in South Carolina's higher education system is presented by the State Commission on Higher Education in two documents. The first is a descriptive summary of rationales and recommendations in six areas. The second document is a report which includes and expands the material of the first document. Twenty-five recommendations are presented in six areas: (1) the preparation, admission, and retention of students; (2) the improvement of instruction; and (3) research for economic development; (4) the strengthening of planning and quality assessment for greater accountability; (5) the effectiveness of the Commission on Higher Education; and (6) the financial investment necessary to maintain excellence. Specific actions include: developing minimal college admissions standards that may gradually be raised; monitoring compliance with the new admissions Developmental Studies Programs; Undergraduate Study; implementing a plan for developmental education; developing a competitive grants program to improve undergraduate education with emphasis on improvement and evaluation of instruction; establishing a professor of the year award; establishing an endowed professorships program at senior public colleges; starting a research incentive fund; establishing an Advisory Council on Planning; and requiring that a system for measuring institutional effectiveness be in place at public institutions. (SW)

ED 279 285 HE 020 135

Anderson, David S.; Janosik, Steven M.
Collegiate Alcohol Risk Assessment Guide.
Campus Alcohol Consultations, Washington, DC.
PUB DATE- 86
NOTE- 9p.; For related documents, see HE 020 130 and HE 020 134-136.
AVAILABLE FROM- Campus Alcohol Consultations, P.O. Box 65557, Washington, DC 20035 ($3.50 per copy; $3.00 per copy for 10 or more; $2.50 per copy for 50 or more; $2.00 per copy for 100 or more).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Advertising; Alcohol Education; *Alcoholic Beverages; Check Lists; *College Students; *Drinking; Faculty Advisers; Higher Education; *Legal Responsibility; Needs Assessment; Policy Formation; *Recreational Activities; *School Policy; Social Life; Social Organizations; Staff Development; Student Organizations

An instrument to help administrators assess the liability resulting from alcohol-related activities on the college campus is presented. The hazards and associated liability of these events can be reduced by developing an aggressive risk management strategy designed to inform, educate, and coordinate the actions of individuals and groups associated with these activities. An affirmative response to a question on this checklist indicates that a preventive risk management measure exists, while a negative rsponse identifies an area for further attention and possible development. The 103 questions concern: alcohol policy, advertising, general procedures, parties and social events, staff training, faculty/staff advisers, approval agents, sellers of alcohol, servers of alcohol, prevention and alcohol education, social hosts, program identification and treatment, and research. (SW)

ED 279 327 IR 051 798

The Information Economy in the U.S.: Its Effect on Libraries and Library Networks. Proceedings of the Library of Congress Network Advisory Committee Meeting (Washington, D.C., November 14-16, 1984). Network Planning Paper No. 10.

Library of Congress, Washington, D.C. Network Development Office.

PUB DATE- 85

NOTE- 63p.; For the 1985 meeting, see ED 270 116.

AVAILABLE FROM- Customer Services Section, Cataloging Distribution Service, Library of Congress, Washington, DC 20541.

LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Collected Works - Proceedings (021) Reports - General (140)

DESCRIPTORS- *Economic Change; *Economics; Information Services; Input Output Analysis; Library Expenditures; *Library Networks; *Library Planning; Library Statistics; Long Range Planning

IDENTIFIERS- *Information Industry; *Library of Congress

At a 2-day meeting in November 1984, the Library of Congress Network Advisory Committee (NAC) discussed the information economy in the United States and its effect on libraries and library networks. Material presented at the meeting is included in the form of summaries of three papers on the program theme presented by Ronald F. Miller, Kenneth W. Leeson, and Brett Butler; an edited transcription of "Concrete Example of Using Tools and Techniques" by Michael J. Turillo, Jr., which is a discussion of the need for strategic planning by libraries; and the full text of the papers "Analyzing the Information Economy--Tools and Techniques" (Sherman Robinson) and "The Need to Study Library Economics" (Martin M. Cummings). A summary of the group discussions which followed each of the presentations is also provided. In addition to the report of the meeting, a list of NAC attendees, a summary of the business session, and the conference schedule are included. The text is supplemented by several tables and graphs. (KM)

ED 279 355 JC 860 528

Report of the Activities of the Omnibus Articulation Committee: Pittsburgh Public Schools/Community College of Allegheny County, 1985-1986 Academic Year.

Allegheny County Community Coll., Pittsburgh, Pa.

PUB DATE- 86
NOTE- 40p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Annual Reports; *Articulation (Education); *College School Cooperation; *Community Colleges; Continuing Education; Educational Planning; High Schools; Program Descriptions; Two Year Colleges; Vocational Education

An overview is provided of the articulation efforts undertaken by the Pittsburgh Public Schools and the Community College of Allegheny County (CCAC) during the 1985-1986 academic year, focusing on concrete accomplishments and insights on future needs. The first sections of the report provide a historical perspective on the genesis of the articulation efforts and the creation of the Omnibus Articulation Committee as a vehicle for communication and action on all items related to the college and schools. Next, the report lists the accomplishments of three articulation subcommittees and highlights identified needs in their areas of work: (1) the Sub-Committee on Academics, which developed articulation agreements for specific disciplines, promoted contacts between college and school staff, offered a mathematics instruction workshop for teachers, presented a course entitled "How to Start Your Own Business," and provided joint basic skills programming; (2) the Sub-Committee on Vocational and Continuing Education, which furthered continuing education projects at off-campus centers; and (3) the Sub-Committee on Student Services, which began a project to share information on the progress of public school graduates at CCAC. The bulk of the report consists of appendices which detail project accomplishments. (LAL)

ED 279 369 JC 870 127

Ellison, Nolen M.; Smith, Janet D.
Implementing Strategic Planning: A Case Study of Planning for "Institutional Change" at Cuyahoga Community College.
Cuyahoga Community Coll., Cleveland, Ohio.
PUB DATE- Oct 85
NOTE- 16p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *College Planning; Community Colleges; Futures (of Society); *Long Range Planning; *Organizational Change; Organizational Objectives; School Effectiveness; Two Year Colleges
IDENTIFIERS- *Strategic Planning

A description is provided of Cuyahoga Community College's (CCC's) approach to institutional planning. After section I underscores the importance of strategic planning in an era characterized by limited growth, accelerating change, proliferating technologies, global competition, and socio-political pressures and challenges, section II offers a definition of strategic planning which highlights its intense focus on the interaction of an organization with its external environment. Section III offers a description of planning at CCC, including a historical overview of planning problems from 1975 to 1980; a discussion of the introduction of strategic planning between 1982 and 1985; illustrations of the goals, components, and processes of the planning model; and a summary of the outcomes of the planning process. After section IV explains why and how the planning process was enhanced in 1986, section V discusses the major phases in the revised planning model: planning framework, strategic goal recommendation, and developing strategy for goal implementation. Finally, sections VI and VII offer summary and concluding remarks. (EJV)

ED 279 411 PS 016 357

Freeman, Margery, Ed.
Called to Act: Stories of Child Care Advocacy in Our Churches.
National Council of Churches of Christ, New York, N.Y.
SPONS. AGENCY- Carnegie Corp. of New York, N.Y.
PUB DATE- 86
NOTE- 62p.
AVAILABLE FROM- Child Advocacy Office, National Council of Churches, 475 Riverside Drive, Room 572, New York, NY 10115 ($4.00).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Advocacy; After School Programs; Certification; Child Abuse; *Churches; Community Organizations; *Day Care; Disadvantaged; Early Childhood Education; Early Parenthood; Family Day Care; Guidelines; Justice; Peace; Policy Formation; Prevention Program Descriptions; *Program Development; *Religious Organizations; School Age Day Care; Social Support Groups; Taxes
IDENTIFIERS- Georgia (Atlanta); Kansas; Louisiana; New Jersey

Experiences of church-based child care advocates are narrated in this booklet. Introductory remarks argue that the National Council of Churches (NCC) must advocate high quality, affordable child care for all children and persuade church members to provide it. Part I tells stories about members' efforts to provide child care services to families: enrolling a disadvantaged child in a day care program, and organizing a church-sponsored after-school family day care program, a drop-in family support center for teen parents, a child abuse prevention project, and a community education program concerning peace and justice issues. Stories in Part II narrate experiences of advocates in organizing their church communities; stories focus on organizing church leaders as advocates of child care licensing for all day care centers in Louisiana, efforts to preserve the tax exempt status of Kansas' churches with child care centers, making child care more affordable to Atlanta's poor families, and using an annual reporting procedure to gather information and raise questions about church child care in every church of Northern New Jersey. Part III provides guidelines for church members interested in becoming child care advocates. Appendices list child care and advocacy organizations and members of the NCC's Child Day Care Project Committee. (RH)

ED 279 495 SE 047 760

Fox, Joan; And Others

Comprehensive Instructional Management System (CIMS). A Cyclical Mathematics Curriculum. Part 2--Teacher. Experimental. Level 4.

New York City Board of Education, Brooklyn, N.Y. Div. of Curriculum and Instruction.

REPORT NO.- Curric-00-6004-23; ISBN-88315-521-4
PUB DATE- 86
NOTE- 427p.; For Part 1 teachers manual, see SE 047 759; for workbooks, see SE 047 757-758.
AVAILABLE FROM- New York City Board of Education, Curriculum Editorial and Production Unit, Office of Curriculum Development and Support, Room 613, 131 Livingston St., Brooklyn, NY 11201.
LANGUAGE- English
EDRS Price - MF01/PC18 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Curriculum Guides; *Educational Objectives; *Elementary School Mathematics; Grade 4; Intermediate Grades; *Learning Activities; *Mathematics Curriculum; *Mathematics Instruction; Teacher Developed Materials; Teaching Methods; Worksheets
IDENTIFIERS- New York City Board of Education

The major goal of the Comprehensive Instructional Management System for mathematics is to provide the classroom teacher in New York City with a well-structured, objective-based curriculum. This second part of the manual for Level 4 includes modules for 14 topics: (1) numbers and numeration; (2) addition of whole numbers; (3) subtraction of whole numbers; (4) multiplication of whole numbers; (5) division of whole numbers; (6) fractions; (7) decimals; (8) integers; (9) geometry; (10) measurement; (11) algebraic concepts; (12) graphs, probability and statistics; (13) problem solving; and (14) review. The recommended instructional sequence is listed, followed by the content listed by topic. Reinforcement of previously learned skills is incorporated. Each objective is considered, with vocabulary, activities for getting started, and teaching strategies to use. The pupil's worksheets are interspersed. Resource materials, symbols, and equipment lists are included. (MNS)

ED 279 560 SO 017 646

Antonoplos, Daniel P.
Japan: Educationally Relevant Generalizations and Inherent Research Biases.
PUB DATE- 19 Feb 86
NOTE- 15p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Achievement; *Bias; Elementary Secondary Education; Foreign Countries; *Generalization; Instructional Systems; Intelligence Quotient; *Japanese; Literature Reviews; Reliability; Research Methodology; *Validity
IDENTIFIERS- *Japan

This paper notes the proliferation of literature about the characteristics of Japanese education and culture. Generalizations ranging from reports of remarkable progress in subject disciplines to praise of Japanese technology, social and individual behavior, and systematic accomplishments have been cited. It is contended in this study that some of the research on education in Japan has been of dubious quality, and that there is considerable risk in making or adopting generalizable statements from the literature. Quoting specific studies, the paper highlights the following biases characteristic of research on Japan and its educational system: (1) biases due to one-sided presentations eliminating conflicting evidence; (2) biases resulting from the use of tertiary citations based on secondary citations and their relationship to unverified primary sources or citations (unverified facts); (3) biases due to methodological error and the scholarship of understanding, reporting, and interpreting; (4) the Japanophile bias; and (5) biases due to "Halo Effect" (allowing an overall impression to influence analysis of specific behaviors) and to the inherent logical argument. These biases challenge the validity of some of the information in the extant literature. (SY)

ED 279 184   FL 016 492

Warren, Beatrice
A Nervous Report: The Transferred Epithet and Body Language.
PUB DATE- 84
NOTE- 10p.; In: Ringbom, Hakan, Ed.; Rissanen, Matti, Ed. Proceedings from the Nordic Conference for English Studies Finland, May 19-21, 1983); see FL 016 498.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adjectives; Adverbs; *Body Language; Deep Structure; *Emotional Response; English; Form Classes (Languages); Language Patterns; Language Styles; *Language Usage; Nouns; Phrase Structure; Pragmatics; *Semantics; *Sensory Experience; Sensory Integration; Structural Analysis (Linguistics); Transformational Generative Grammar
IDENTIFIERS- *Transferred Epithets

Transferred epithets, adjectives that appear to have been transferred from adverb to prenominal position (e.g., "I balanced a thoughtful lump of sugar..."), have been viewed as unanalyzable both grammatically and from the viewpoint of transformational derivation. However, another explanation is that these combinations show patterns reflecting human sensation. The patterns pair an adjective describing sensation with a noun representing the experiencer (e.g., an angry man), a behavior (e.g., a sad smile), a body part of the experiencer (e.g., a happy face), a message from the experiencer (e.g., a jealous letter), or less explicitly expressing the experiencer's role, a causer of sensation (e.g., a happy event), a time of sensation (e.g., a sad moment), or a place in which sensation occurs (e.g., an unhappy home). They reflect our experience that messages and body parts are natural mediators of emotions. Further, we expect predicating adjectives, particularly in attributive positions, to have a descriptive or characterizing function and we may adjust our interpretation of adjectives such as these by certain predictable strategies to make them descriptive. (MSE)

ED 279 200 FL 016 512

Harrison, Brian
Reading in a Second Language: A Global Skill or a Set of Skills?
PUB DATE- Apr 86
NOTE- 27p.; Paper presented at a conference of the International Association of Teachers of English as a Foreign Language (20th, Brighton, England, April 1-4, 1986).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conferenc Papers, "Papers Presented at..." (150)
DESCRIPTORS- Classroom Techniques; English (Second Language); Foreig Countries; Instructional Materials; Language Processing; Language Styles; *Reading Instruction; Reading Materials; *Reading Processes; *Reading Skills; *Second Language Instruction

The teaching of reading in English as a second language is discussed, and an instructional model is proposed. The functions that reading can serve, the processes involved in reading, and the kinds of materials available for instruction in reading in a second language are examined in these contexts: style and content, problems of interpretation, and the tension between objective and personal meaning. The language of reading texts, both authentic and simplified or contrived, as well as reading exercises, are also considered. The proposed model for classroom instruction integrates different text types, language types, and reading skills and exercises. (MSE)

ED 279 257 HE 020 092

Lamb, Charles E.
Using Research Results in the University Classroom.
PUB DATE- Jan 86
NOTE- 6p.; Paper presented at "Teaching to Potential" Regional
  Conference on University Teaching,(2nd, Las Cruces, NM, January
  9-10, 1986); for complete proceedings, see ED 276 328.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
  Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Instruction; *Educational Research; Elementary
  School Mathematics; Higher Education; *Mathematics Education;
  *Methods Courses; *Research Utilization

The potential overlap of teaching and scholarship (research) in mathematics education is described. It is suggested that educational or content research results can play an important role in an undergraduate methods course for elementary mathematics. The typical student is a prospective elementary school teacher, usually with a minimal background in mathematics. Examples of using research results in a university methods class are grouped into the following categories: mathematical research, general educational research, mathematics education research literature, and the instructor's personal research and experiences. The university instructor should be aware of major new developments in the content field and convey them to students. Cognitive psychology and research on teaching behaviors are among the general research areas that are valuable to the teacher, along with research on mathematics education. Research results gathered from the teacher's own work may be related to students, and the teacher can also talk to students about research projects they might do in their teaching situations. Anecdotal examples from working with mathematics learners may also be shared. (SW)

ED 279 271 HE 020 106

The Master Plan for Florida Postsecondary Education. Supplement Number 2: Enhancing the Participation of Minority and Disadvantaged Students in Postsecondary Education. Report and Recommendations of the Postsecondary Education Planning Commission.

Florida State Postsecondary Education Commission, Tallahassee.
PUB DATE- 17 Mar 84
NOTE- 68p.; For the main report and other supplements, see HE 020 104-107.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Advising; *Access to Education; Adult Education; Articulation (Education); College Attendance; College Faculty; College Planning; College Preparation; Compensatory Education; *Disadvantaged; Elementary Secondary Education; Financial Needs; Graduate Study; Limited English Speaking; *Master Plans; *Minority Groups; *Postsecondary Education; Standardized Tests; *Statewide Planning; Undergraduate Study; Vocational Education
IDENTIFIERS- *Florida

This second supplement to the Florida master plan for postsecondary education covers college attendance issues for minority and disadvantaged students. Attention is directed to: effective participation of students in kindergarten through twelfth grade (K-12) education, counseling, linkages and cooperation between K-12 and postsecondary education, adult basic and adult high school education, college preparatory education, standardized testing in postsecondary education using the College-Level Academic Skills Test, improving the performance and retention of minority and disadvantaged students in postsecondary education, representation of minorities as faculty, financial aid issues affecting minority college attendance, postsecondary education needs of students with limited knowledge of English, graduate and professional education, and system accountability. Specific concerns include: the dropout problem, minimum academic standards and statewide assessment, a state compensatory education program, better utilization of counselors' skills and time, improving test-taking skills, the College Reach Out Program, postsecondary English-language instruction, and bilingual vocational education. (SW)

ED 279 426 PS 016 382

Norlander, Karen
Casting a Blind Eye: Regulation of Family Day Care in New York State. Executive Summary.
Child Care, Inc., New York, NY.
PUB DATE- Mar 86
NOTE- 9p.; For complete report, see PS 016 381.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Family Day Care; *Program Improvement; *State Programs
IDENTIFIERS- Municipal Regulation; *New York; *Rules and Regulations; State Regulation

A study of the legal and regulatory barriers to the expansion of family day care in New York State identified the following as primary barriers: a fragmented licensing system, multiple agency regulation, attempted regulation by municipalities through exclusionary zoning, and widespread provider noncompliance and lack of enforcement of the licensing law. The problem of obtaining liability insurance for family day care providers was also identified as a major practical barrier to the expansion of licensed family day care. This executive summary of the findings (1) defines family day care; (2) indicates why the State of New York has an acute shortage of family day care; (3) identifies the legal barriers to the expansion of family day care services; and (4) offers eight recommendations thought to be the basis for a rational and effective regulatory system. (RH)

ED 279 453 RC 016 125

Gaumnitz, Walter H.
Small Schools Are Growing Larger. A Statistical Appraisal. The Rural School Survey. Circular No. 601.
Department of Health, Education, and Welfare, Washington, D.C.
REPORT NO.- OE-36001
PUB DATE- Sep 59
NOTE- 30p.; Tables contain small print. Best copy available.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Numerical/Quantitative Data (110)
DESCRIPTORS- *Educational History; Educational Policy; Elementary Secondary Education; *Enrollment; Enrollment Trends; Institutional Survival; One Teacher Schools; *Rural Education; Rural Schools; School Demography; School District Reorganization; School Personnel; *School Size; School Statistics; *Small Schools; Tables (Data); Teacher Student Ratio; *Trend Analysis

Of all the school distrcts in the United States in 1956, slightly more than one-third (33.4%) enrolled (including nonresident pupils) 15 or fewer pupils in their schools. Half of these small districts did not operate schools. The number of school districts rapidly declined from 127,530 in 1932 to 48,036 in 1958, representing a decrease of 62.3% during that 26-year period. The school districts which disappeared were disproportionately the smaller ones, reflecting both local and county reorganization. In 1952, 65.9% of the districts enrolled fewer than 50 pupils each, and 14.8% enrolled more than 300 pupils each. In 1956 these percentages were, respectively, 60.1 and 20.5. Despite the increase in the average size of the school districts, many of them employed comparatively small teaching staffs. In 1958, 52% of all operating school districts each employed 9 or fewer teachers. The number of such districts declined by more than half from 1948-58 due chiefly to the elimination of many one-teacher districts. In 1956 the average instructional staff was 3.7 for rural elementary schools and 8.7 for rural secondary schools. In 1958, the states reported a total of 25,200 one-teacher schools--only 12.9% of the 1918 total. (JHZ)

ED 279 467 RC 016 139

Lawless, Ken
Educating the Uprooted: A National Commitment. Harvesting the Harvesters. Book 2.
State Univ. of New York, Potsdam. Coll. at Potsdam.
SPONS. AGENCY- Department of Education, Washington, DC.; New York State Education Dept., Albany. Bureau of Migrant Education.
PUB DATE- Oct 86
NOTE- 17p.; For related documents, see RC 016 138-147. Photographs will not reproduce well.
AVAILABLE FROM- School of Professional Studies, Potsdam College, Potsdam, NY 13676.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Correspondence Study; Educational Improvement; Educational Legislation; Elementary Secondary Education; Federal Programs; Inservice Teacher Education; *Migrant Children; *Migrant Education; Migrant Problems; *Migrant Programs; Migrant Workers; Migration Patterns; Poverty; Preservice Teacher Education; *Public Policy; *United States History; Units of Study
IDENTIFIERS- Migrant Educators National Training OutReach

This second in a series of 10 study units for a Migrant Educators' National Training OutReach (MENTOR) correspondence course describes the awakening of the national conscience to the plight of migrant children and the emergence of programs to care for and educate them. Designed for use in preservice or inservice teacher education, the unit reviews the history of American migrant workers from the post-Civil War period. It describes the three main streams of migrant workers: Eastern Stream of Puerto Ricans, Haitians, and Whites; Central Stream of Chicanos and Blacks; and Western Stream of Chicanos and Western Pacific immigrants. Excerpts from books and reports illustrate the dimensions and characteristics of migrant worker needs and how federal programs have attempted to meet those needs since the 1960's. The unit describes federally funded programs for migrants: state educational agency programs, the Migrant High School Equivalency Program, College Assistance Migrant Programs, Head Start, and migrant health programs. The human role of educators in the migrant education bureaucracy and the political future of migrant programs are discussed. A map of migrant student enrollment by states and national migration patterns, addresses of state offices of migrant education, and a 33-item bibliography are included. (LFL)

ED 279 480 RC 016 155

Olsen, Loran
Native Music in College Curricula?
PUB DATE- 86
NOTE- 8p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Journal Articles (080)
DESCRIPTORS- *American Indian Culture; American Indian Education; *College Curriculum; *Course Content; *Cultural Education; Educational Resources; Elective Courses; Graduation Requirements; Higher Education; Humanities; *Humanities Instruction; Interdisciplinary Approach; Multicultural Education; *Music Education; Resource Materials
IDENTIFIERS- *Washington State University

Culminating a 10-year effort to include the study of Native Americans and their music as it reflects cultural realities, life, thought, religion, and history as a choice in requirements for graduation, the elective course, "Native Music of North America," is now recognized at Washington State University as meeting both "Humanities" and "Intercultural" needs for undergraduate students. This recognition attests to the worth of sharing knowledge of people of different traditions, especially of people with proven resilience and positive survival resources and the benefits derived from the values, ethics, and world-view espoused in Native American music. Non-Indian teachers can foster the growth of Native American music by grooming Indian successors; locating talented Indians who may major or minor in music; developing funding sources for educating young Indian musicians; interacting closely with reservation, community, and campus Indian groups; and developing and using only classroom materials approved by those represented. Technological advances, including inexpensive cassette tape recorders, have made Native music immediately accessible. Native performers, representing a range of Washington's Indian tribes can be brought to the campus for this and related courses. Movies, slide shows, audiotapes, monographs, videotapes, scholarships, and fellowships have been developed and approved for use in the class. (NEC)

ED 279 168 FL 016 476

Marjomaa, Ilkka

Speech Rate and Quantity of Vowels in English and Finnish.

PUB DATE- 84
NOTE- 10p.; In: Ringbom, Hakan, Ed.; Rissanen, Matti, Ed. Proceeding
from the Nordic Conference for English Studies (2nd,
Hanasaari/Hanaholmen, Finland, May 19-21, 1983); see FL 016 498.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference
Papers, "Papers Presented at..." (150)
DESCRIPTORS- Comparative Analysis; Contrastive Linguistics;
*Distinctive Features (Language); *English; English (Second
Language); *Finnish; Interlanguage; *Oral Language; Phonemes;
Phonology; Second Language Learning; Sound Spectrographs;
Uncommonly Taught Languages; *Vowels
IDENTIFIERS- *Homophones; Speech Rate; *Vowel Duration

A study of vowel substitution in Finnish learners of English as a second language looked at the quantitative characteristics of qualitatively similar vowels under different tempo conditions. Specifically, it compared the effects of rate of speech and vowel duration on the eleven stressed monophthongal English vowels and their Finnish counterparts. Tape recordings of instances of the vowels were translated onto an oscillograph, and trace intervals representing the object vowels were segmented, measured, and statistically analyzed. Marked interlingual differences were found, with English relying more on qualitative vowel features and Finnish relying more on quantitative features for distinguishing between phonemes. In Finnish there appears to be systematic pressure for homogeneity within phonemic length categories that is strong enough to level out inherent durational differences between qualitatively different vowels. The duration of English vowels appears to be less affected by changes in speech rate. The report stresses that the results are statistical and not linguistically-based, and that further linguistic and perception testing is necessary to assess the linguistic significance of the findings. (MSE)

ED 279 214 HE 019 817

Annual Survey of Colleges, Fall Enrollment, 1985.
College Entrance Examination Board, New York, N.Y.
REPORT NO.- ISBN-0-87447-269-5
PUB DATE- 86
NOTE- 218p.
AVAILABLE FROM- College Board Publications, Box 886, New York, NY 10101 ($25.00 per copy; 20% discount on 5 or more copies).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Persistence; *College Admission; College Freshmen; *College Programs; *Degrees (Academic); *Enrollment Trends; Geographic Regions; Higher Education; *National Surveys; Private Colleges; School Surveys; State Colleges; Student Characteristics; *Student Financial Aid; Student Loan Programs; Two Year Colleges; Undergraduate Students; Work Study Programs

Results of the College Board's Annual Survey of Colleges for 1986-1987 are presented, with attention to fall 1985 enrollment at 3,093 two-year and four-year institutions. The universe of surveyed institutions is described by control and type, and the percentage distributions in each category are indicated. Statistical tables provide: comparisons of undergraduate enrollments for fall 1984 and 1985 by control and type; comparisons of undergraduate enrollments for fall 1984 and 1985 by attendance status (full-time and part-time enrollments); data on first-time freshman enrollments, including breakdowns by sex; and graduate enrollments for fall 1984 and 1985 at the surveyed institutions and at an additional 167 institutions that offer graduate study only. For both undergradaute and graduate 1985 enrollment tables, information is provided on state totals followed by institutions in alphabetical order within the state. The following information appears in tabular form for both the undergraduate and graduate levels: full-time and part-time enrollments (total, men, women); first-time freshmen enrollment; and total students enrolled (including undergraduate and graduate). (SW)

ED 279 228 HE 020 061

Potter, David L.; McMillan, James H.
The Measurement of Student Achievement and the Assurance of Quality in Virginia Higher Education. Report of a Study Conducted by the Council of Higher Education for Virginia to the Governor and the General Assembly of Virginia. Senate Document No. 14.
Virginia State Council of Higher Education, Richmond.; Virginia State General Assembly, Richmond. Senate.
PUB DATE- Jan 86
NOTE- 22p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Achievement; Advisory Committees; Articulation (Education); College Preparation; College School Cooperation; Community Colleges; *Educational Assessment; *Educational Quality; Evaluation Methods; *Higher Education; Public Colleges; Public Policy; Remedial Instruction; State Colleges; State Universities; *Statewide Planning; *Student Evaluation
IDENTIFIERS- AAHE Assessment Forum; James Madison University VA; *Virginia

A report on ways to measure student achievement to assure quality higher education in Virginia is presented. Attention is directed to: achievement measurement cited in the literature; notable assessment programs at colleges and states outside Virginia; efforts at Virginia's public colleges and universities to measure student achievement, with special focus on a pilot program being implemented by James Madison University (JMU); and recommendations to establish assessment policies and procedures at Virginia's state-supported colleges. A majority of Virginia's community colleges conduct follow-up studies of graduates and some survey dropouts. Student assessment to determine need for remediation is also undertaken. JMU is exploring ways to determine student achievement and has identified four evaluation models that will be tested in four academic departments. Six recommendations for the state are offered, including the following: educators should strengthen the academic relationship between secondary and higher education; state-supported colleges should establish procedures and programs to measure student achievement; and colleges should provide remedial education for students who do not meet the level of skills required. Legislation and a bibliography are appended. (SW)

ED 279 286 HE 020 136

Janosik, Steven M.; Anderson, David S.

Collegiate Drug Management Guide.

Campus Alcohol Consultations, Washington, DC.

PUB DATE- 87
NOTE- 8p.; For related documents, see HE 020 130 and HE 020 134-135.
AVAILABLE FROM- Campus Alcohol Consultations, P.O. Box 65557, Washington, DC 20035 ($3.50 per copy; $3.00 per copy for 10 or more; $2.50 per copy for 50 or more; $2.00 per copy for 100 or more).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Administrator Guides; *Check Lists; College Administration; *College Students; Drug Abuse; *Drug Education; *Drug Use; Higher Education; *Legal Responsibility; Recreational Activities

A checklist to help colleges and universities reevaluate their policies and procedures regarding drug use among college students is presented. It is designed to supplement the "Collegiate Alcohol Risk Assessment Guide." In this guide drugs other than alcohol are of concern, although alcohol is viewed by many as the "drug of choice" among college students. This drug management guide is designed to help administrators develop information, education, and coordination strategies. An affirmative response to a question on this checklist indicates that a preventive risk management measure exists, while a negative rsponse identifies an area for further attention and possible development. The 91 questions of the checklist cover: policy, procedures, staff training, education, treatment and intervention, and research. (SW)

ED 279 313 IR 012 556

Frey, Karl
Microcomputer Applications in Education--A Report-in-Brief about Current Issues and Approaches in the Federal Republic of Germany.
PUB DATE- Apr 86
NOTE- 18p.; Paper presented at the Annual Convention of the American Educational Research Association (San Francisco, CA, April 16-20, 1986). For a related document, see IR 012 555.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Comparative Analysis; Computer Literacy; *Computer Science Education; *Curriculum Design; Developed Nations; Educational Objectives; Elementary Secondary Education; Foreign Countries; Higher Education; *Microcomputers; *Research and Development; *Use Studies
IDENTIFIERS- Japan; United States; *West Germany

This brief overview of the state of the art in computer education in schools in the Federal Republic of Germany covers both the extent and areas of use and research and development, and frequent comparisons are made with educational computer usage in other countries, including the United States, Japan, France, Great Britain, and Norway. The curriculum for computer education in upper secondary schools, which is called Informatics and corresponds to computer science in the Anglo-Saxon world, is then described, and it is noted that all schools at this level have been equipped with computers. The current status of computer education in grades 5 through 10 is also described, including the educational orientation and curricular guidelines. Three reasons why programming is not considered a central focus for students at this level are discussed: (1) user software and software tools make personal programming for the majority of the population superfluous; (2) students do not have enough time for training and practice; and (3) programming courses cannot be required with the idea that they promote cognitive development. It is noted that there is very little going on in computer education in West German primary schools. A brief review of computer usage, including comparisons with activities in other countries, and an outline of areas of research that are of special interest to West Germany conclude this paper. Two graphs compare computer usage and non-usage in six countries, and the bibliography lists 26 sources in German and 2 in English. (BBM)

ED 279 341 IR 051 813

Williams, Christine D.
A Resource Guide of Museum Management for Museum Professionals.
PUB DATE- 7 Nov 85
NOTE- 37p.; Research Project, Syracuse University. Best copy available.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050) Reference Materials - Bibliographies (131) Dissertations/Theses - Undetermined (040)
DESCRIPTORS- *Administration; Annotated Bibliographies; Financial Support; *Government Publications; *Museums; Public Agencies; Reference Materials; *Resource Materials
IDENTIFIERS- United States

Designed for museum administrators and those in related professions, this guide provides information on relevant resources published or provided by the U.S. Federal Government. The majority of listings are federal resources; any exceptions are noted in the text, and non-government sources are included only when they directly support government resources. A glossary of terms and abbreviations is provided, and entries are included for federal governmental agencies supporting museums; government and non-government periodicals; funding sources; and manuals and pamphlets on managerial concerns. Entries include title, government source, author, publication date, Superintendent of Documents (SU DOCS) number, item number, monthly catalog number, ordering information, price, and summary of contents (for documents) or purpose (for agencies). Agency addresses and telephone numbers are also provided. A listing of sources used to prepare the resource guide is included. (KM)

ED 279 383 JC 870 143

Graduate Placement Report Annual Summary: Class of 1986. New Hampshire Vocational-Technical Colleges and New Hampshire Technical Institute.

New Hampshire State Dept. of Postsecondary Vocational-Technical Education, Concord.

PUB DATE- 87
NOTE- 20p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Research/Technical (143)
DESCRIPTORS- *College Graduates; Community Colleges; Continuing Education; *Education Work Relationship; *Employment Patterns; Extension Education; Job Placement; Migration; *Outcomes of Education; Salaries; State Colleges; Technical Institutes; Two Year Colleges; *Two Year College Students; *Vocational Education; Vocational Followup
IDENTIFIERS- *New Hampshire

The New Hampshire Technical Institute (NHTI) and the six New Hampshire Vocational-Technical Colleges (NHVTC) offer over 50 programs designed to reflect the employment needs of the state. In 1986, the NHTI/NHVTC system graduated 501 men and 474 women, with 814 graduates going directly to work and 82 graduates planning to continue their collegiate education rather than entering the job market directly. Of the employed graduates, 84% were working within the state and 95% were employed in a job directly related to their college major. Nursing-related programs provided the largest single group of graduates--168 women and men received an Associate in Science Degree in Nursing and another 84 graduates received diplomas in Practical Nursing. Technical and Industrial Program graduates had higher average salaries ($16,555) than Business Program graduates ($15,182) or Health Program graduates ($16,513). Many positions were obtained as a result of contacts between potential employers and students arranged and fostered by the lifetime placement service provided at each institution. In addition to overall findings, the placement report includes data by program and college, annual salary data for graduates employed full-time, and a list of employers who hired 1986 graduates. (EJV)

Lee, Okhee; Gallagher, James J.
Middle School Science Teachers' Perceptions of Their Instructional Roles.
PUB DATE- Mar 86
NOTE- 17p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (59th, San Francisco, CA, March 28-April 1, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Case Studies; Educational Diagnosis; Elementary Education; *Elementary School Science; *Instructional Effectiveness; *Middle Schools; Science Education; *Science Instruction; *Science Teachers; Teacher Effectiveness; *Teaching Styles
IDENTIFIERS- *Science Education Research

Based on the assumption that teaching behavior is influenced or determined by teachers' theories and beliefs of teaching, this study sought to examine how middle school science teachers perceive their instructional roles and how they go about improving their instructional effectiveness. Eleven teachers from two middle schools of the Midwest participated in the study. Classroom observations and formal and informal interviews with teachers, administrators, and students comprised part of the data sources. Reviews of texts, other instructional resources, tests, policy documents, and a series of three workshops provided additional data. About 350 science classes were observed by two researchers for 18 months. The findings are summarized in two sections in this report. The first section explains how it was determined if teachers were effective in presenting information and organizing learning activities. Observations on diagnostic and remediation efforts are reported in the second section. Generally, it was found that many teachers were ineffective in presenting and organizing information and in diagnosing student difficulties in learning science. Possible causes and consequences of this situation are outlined and implications are reviewed. A reference list is included. (ML)

ED 279 527 SE 047 795

Mathematics Education. K-8 Scope and Sequence of Normal Expectancies With 9-12 Sequential Learning Objectives.
SPONS. AGENCY- Dependents Schools (DOD), Washington, D.C.
REPORT NO.- DS-2320.2
PUB DATE- Aug 85
NOTE- 33p.
AVAILABLE FROM- Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Educational Objectives; Elementary Secondary Education; *Mathematics Curriculum; *Mathematics Education; *Mathematics Instruction
IDENTIFIERS- *Department of Defense

The general philosophy and framework which establish direction and priorities for mathematics education in kindergarten through grade 12 in the Department of Defense Dependents Schools are given in this document. The scope and sequence of normal expectancies for kindergarten through grade 8 highlight specific grade level objectives, while the sequential learning objectives for grades 9-12 portray the secondary curriculum. The introduction lists three goals of the mathematics program, and roles of students, teachers, administrators, and parents. The development of positive attitudes and problem-solving skills are given priority and seven strands related to them are listed: (1) thinking skills; (2) number awareness; (3) estimation/mental mathematics; (4) computational skills; (5) measurement, (6) geometry; and (7) data comprehension. The objectives for each strand are listed for each grade, kindergarten through eight. Objectives are listed without subheadings for each course in grades 9-12. (MNS)

ED 279 543 SE 047 813

Water Quality Instructional Resources Information System (IRIS): A Compilation of Abstracts to Water Quality and Water Resources Materials, Supplement 28, 1986.

Ohio State Univ., Columbus, Ohio. Information Reference Center for Science, Mathematics, and Environmental Education.

PUB DATE- Dec 86
NOTE- 192p.
AVAILABLE FROM- SMEAC Information Reference Center, The Ohio State Univ., 1200 Chambers Rd., 3rd Floor, Columbus, OH 43212 (U.S. Subscription, $12.00; $5.00 each).
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- *Audiovisual Aids; Citizen Participation; Environmental Education; Hazardous Materials; Indexes; Information Dissemination; *Instructional Materials; Pesticides; Postsecondary Education; Sludge; Technology; Waste Disposal; *Waste Water; Water; Water Pollution; *Water Quality; *Water Resources; *Water Treatment

Compiled are abstracts and indexes to selected print and nonprint materials related to wastewater treatment and water quality education and instruction, as well as materials related to pesticides, hazardous wastes, and public participation. Sources of abstracted/indexed materials include all levels of government, private concerns, and educational institutes. Title, author(s), publication date, cross-references, descriptors, and availablity are provided for each entry. Procedures are outlined by which instructors and curriculum developers in the water quality control field can locate instructional materials to meet general or highly specific requirements of their programs. Also included are an author and subject index. This publication supplements and does not replace "Water Quality Instructional Resources Information System (IRIS): A Compilation of Abstracts to Water Quality and Water Resources" or IRIS Supplements 1-27. (ML)

ED 279 496 SE 047 761

Fox, Joan; And Others
Comprehensive Instructional Management System (CIMS). A Cyclical Mathematics Curriculum. Workbook Part 1. Experimental. Level 3.
New York City Board of Education, Brooklyn, N.Y. Div. of Curriculum and Instruction.
REPORT NO.- Curric-03-2003-22; ISBN-88315-528-1
PUB DATE- 86
NOTE- 118p.; For Part 2 workbook, see SE 047 762; for teacher manuals, see SE 047 763-764.
AVAILABLE FROM- New York City Board of Education, Curriculum Editorial and Production Unit, Office of Curriculum Development and Support, Room 613, 131 Livingston St., Brooklyn, NY 11201.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Drills (Practice); *Educational Objectives; *Elementary School Mathematics; Grade 3; *Instructional Materials; *Mathematics Curriculum; *Mathematics Instruction; Primary Education; Teacher Developed Materials; Workbooks
IDENTIFIERS- New York City Board of Education

The activities in this workbook are designed to provide pupils with practice in mastering the performance objectives of the Comprehensive Instructional Management System in mathematics for Level 3, Part 1, in New York City schools. It follows the sequence of the teacher's manual, with the objective number listed on each page. Over 80 performance objectives are listed, followed by worksheets for pupils. (MNS)

DOCUMENT RESUME

ED 279 561 SO 017 692

Burns, Kathryn; Rust, William, Ed.
Created Equal: A Report on Ford Foundation Women's Programs.
Ford Foundation, New York, N.Y.
PUB DATE- Oct 86
NOTE- 73p.
AVAILABLE FROM- Ford Foundation, 320 East 43rd Street, New York, NY 10017 (free).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Developing Nations; Employed Women; *Family Health; *Females; *Feminism; *Quality of Life; *Quality of Working Life; Sex Bias; Womens Education; Womens Studies
IDENTIFIERS- *Ford Foundation

Following a preface and a chapter tracing the rise of the women's movement, this report provides a brief overview of the Ford Foundation's ongoing funding commitment to the importance of the women's movement. The report is divided into three time periods: 1973-1980, 1980-1983, and 1983 into the future. Early efforts emphasize issues of female poverty, women's economic roles, and the study and elimination of sex discrimination in educational institutions. Women's programs in the International Division, formed in 1973, focuses on improving women's productive capacities and opportunities for employment and earned income, promoting sex equity in education, and understanding and reducing cultural constraints on women's social and economic participation. In 1980 the Ford Foundation, by special appropriation, raised support for women's programs to $19.3 million and created the Women's Program Group which subdivided support into thematic areas of urban poverty, rural poverty and resources, human rights and social justice, governance and public policy, education and culture, and international affairs. Through its use of many exemplary program descriptions and photographs this report emphasizes the Ford Foundation belief that feminist ideas and programs should be incorporated into public policy. Future goals include encouraging future feminist generations, stabilizing networks that serve women, and maintaining clear focuses on employment and income, education and culture, and health and the family. (CBC)

DOCUMENT RESUME

ED 279 576 SO 017 939

Dance: A Guide to Curriculum Development in the Arts.
Iowa State Dept. of Public Instruction, Des Moines.
PUB DATE- 86
NOTE- 61p.; For related documents, see SO 017 940-942.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Body Image; Course Evaluation; *Curriculum Development; *Dance; *Dance Education; Elementary Secondary Education; Lesson Plans; *Movement Education; Resource Materials; State Curriculum Guides; Student Evaluation
IDENTIFIERS- Iowa

The purpose of this guide is to present dance education as a discipline and to encourage student participation in a wide range of dance activities. The unit, "Rationale/Philosophy/Goals," contains an introduction to the program, a rationale, and overall goals. "Scope/Sequence/Strategies," presents a chart which lists basic competency goals for dance education programs in elementary and secondary schools and is followed by two sets of classroom strategies. The first, "Dance--A Movement for the Elementary Student" (Tom Griffin), uses a dance approach for the K-6 curriculum. The second, "Dance--A Creative Art Experience 7-12" (Betty Toman), uses a unified approach to study the body, movement, space, and rhythm, the four basic elements of dance. Information concerning a visiting artist program concludes the unit. "Evaluation" lists qualities used to judge dance programs for the lower elementary (K-3), the upper elementary (4-6), the middle/junior high (7-9), and high school (10-12). An evaluation for students and dance facilities is included. The final unit, "Appendices," contains four sections (1) audiovisuals and dance publications by the National Dance Association; (2) selected references on dance; (3) dance organizations; and (4) the National Dance Association position paper on aerobic dance. (APG)

DOCUMENT RESUME

ED 279 591 SO 017 993

Laurel, Jeanne P., Comp.
Women and Literature: Bibliography. Women's Studies: Potentialities and Implications.
Indiana Univ., Bloomington. Women's Studies Program.
SPONS. AGENCY- Indiana Committee for the Humanities, Indianapolis.
PUB DATE- Oct 86
NOTE- 8p.; For related documents, see ED 278 587 and SO 017 991-992. Blurred print and colored paper may affect legibility.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; *Books; Family History; *Females; *Feminism; Higher Education; Instructional Materials; *Intellectual History; *Literary Criticism; *Literary History; Publications; Reference Materials; Resource Materials; Secondary Education; Sex Bias; *Womens Studies

This annotated bibliography lists publications which explore the various aspects of women's relation to literature. The items are grouped under the following headings: (1) articles (published in a journal); (2) books (single-author texts); and (3) collections (essays and documents, generally reprinted from other sources). (BZ)

DOCUMENT RESUME

ED 279 608 SP 027 967

Time for Results: The Governors' 1991 Report on Education. Supporting Works. Task Force on Teaching.

National Governors' Association, Washington, D.C.

PUB DATE- Aug 86

NOTE- 67p.; For summary report, see SP 027 962; for individual task force reports, see SP 027 963-969.

AVAILABLE FROM- National Governors' Association Publications Office, 444 N. Capitol St., Washington, DC 20001-1572 ($6.00).

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Academic Standards; *Change Strategies; *Educational Change; Educational Quality; *Government School Relationship; *State Action; Teacher Education; Teacher Effectiveness; Teacher Persistence; *Teacher Recruitment; Teaching Conditions

IDENTIFIERS- *Time for Results (Governors 1991 Report on Educ)

The Task Force on Teaching was asked to gather research, review literature, and collect testimony on improving teaching. Two papers are presented: (1) "Attracting and Retaining Talented Teachers" (Cindy K. Currence); and (2) "Building State Strategies to Attract and to Retain Talented Teachers" (Robert Palaich). This report also includes a list of the charges to the task force, information on task force hearings and presenters, and additional resources. (JD)

DOCUMENT RESUME

ED 279 624 SP 028 607

Brooks, Douglas M., Ed.
Teacher Induction: A New Beginning. Papers from the National Commission on the Induction Process.
Association of Teacher Educators, Reston, Va.
PUB DATE- 87
NOTE- 86p.
AVAILABLE FROM- Association of Teacher Educators, Suite ATE, 1900 Association Drive, Reston, VA 22091 ($9.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Beginning Teachers; Elementary Secondary Education; Inservice Teacher Education; *Program Development; Research Needs; State Programs; Teacher Associations; *Teacher Improvement; *Teacher Orientation
IDENTIFIERS- *Beginning Teacher Induction

The following papers are included in this monograph that provides a synthesis on beginning teacher induction: (1) "Teacher Induction" (Leslie Huling-Austin); (2) "Local Induction Programs" (Ralph Kester and Mary Marockie); (3) "Statewide Teacher Induction Programs" (Parmalee Hawk and Shirley Robards); (4) "The Role of Institutions of Higher Education in Professional Teacher Induction" (John M. Johnston and Richard Kay); (5) "Professional Organizations and Teacher Induction: Initiatives and Positions" (Peggy Ishler and Ralph Kester); and (6) "Teacher Induction: Rationale and Issues" (Sandra Odell). References are included with each paper. Five recommendations for the development of induction programs are offered. (JD)

DOCUMENT RESUME

ED 279 640 SP 028 637

McClanahan, Sam F.; Petersen, Jerry D.
Teacher Evaluation in Arizona.
Northern Arizona Univ., Flagstaff.
PUB DATE- 87
NOTE- 32p.; Pages 28-32 are printed on colored paper.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Administrator Attitudes; Elementary Secondary Education; Evaluation Criteria; *Evaluation Methods; Evaluation Problems; Evaluation Utilization; *Teacher Attitudes; *Teacher Evaluation
IDENTIFIERS- *Arizona

The purpose of this study was to determine the perceptions held by teachers, principals (and other evaluators), and superintendents regarding current practices in teacher performance evaluation. A second purpose was to collect demographic data relating to current teacher evaluation practices. Two survey instruments were used to collect data. One measured demographics and the second consisted of a series of statements requiring the respondents to indicate their perceptions related to teacher evaluation on a 5-point Likert scale. Instruments were returned by 1,648 teachers and 131 administrators. The two groups were essentially in agreement that: (1) in their schools, evaluators have been adequately trained; (2) evaluation serves to improve instruction; (3) more state-level control of the evaluation system is undesirable; and (4) no technical assistance is needed to improve the evaluation system in their district. Differing perceptions were identified on some issues: administrators were more convinced than teachers that (1) district-level guidelines and state statutes were being followed; (2) improvement in the evaluation system is needed; (3) more teacher input in the system is needed; and (4) there should be district control and autonomy over the evaluation system. A case study is presented of one K-12 school district. Charts illustrating the survey results are appended as well as copies of the two instruments used in the survey. (JD)

DOCUMENT RESUME

ED 279 656 SP 028 679

Current Thought on Curriculum. 1985 ASCD Yearbook.
Association for Supervision and Curriculum Development, Alexandria, Va.
REPORT NO.- ISBN-0-87120-129-1
PUB DATE- 85
NOTE- 152p.
AVAILABLE FROM- Association for Supervision and Curriculum Development, 225 North Washington St., Alexandria, VA 22314 ($12.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Curriculum Design; *Curriculum Development; Curriculum Evaluation; *Curriculum Problems; *Educational Quality; Educational Technology; Elementary Secondary Education; Global Approach

Current issues and concerns facing both academic scholars and educational practitioners are presented in the following articles: (1) "Schools and Their Curriculum: A Continuing Controversy" (Alex Molnar); (2) "Three Currents of American Curriculum Thought" (Herbert M. Kliebard); (3) "Curriculum Theory/Curriculum Practice: A Gap or the Grand Canyon?" (Gail McCutcheon); (4) "Psycholgical Theory and Curricular Thinking" (Bernice J. Wolfson); (5) "Making Knowledge Legitimate: Power, Profit, and the Texbook" (Michael W. Apple); (6) "Curriculum and Technology" (Decker F. Walker); (7) "Qualitative and Aesthetic Views of Curriculum and Curriculum Making" (Vincent Rogers); and (8) "Curriculum from a Global Perspective" (Ulf P. Lundgren). (JD)

DOCUMENT RESUME

ED 279 671   TM 870 058

Cornbleth, Catherine
Assessing Skills and Thinking in Social Studies.
PUB DATE- 86
NOTE- 22p.; One of 46 papers commissioned by the Study Group on the National Assessment of Student Achievement and cited in Appendix B to their final report "The Nation's Report Card" (TM 870 049). For other papers in this group, see TM 870 050-094.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Cognitive Ability; *Cognitive Measurement; Cognitive Processes; *Critical Thinking; *Educational Assessment; Educational Testing; Elementary Secondary Education; National Surveys; *Skill Analysis; *Social Studies; *Testing Problems; Testing Programs
IDENTIFIERS- *National Assessment of Educational Progress

A cognitive process approach is applied to this discussion of the nature and relationship of skills, thinking, and social studies knowledge. To make understanding explicit, the paper addresses: (1) the meaning of cognitive skills and their role in thinking; (2) generic versus specific skills; and (3) implications for the National Assessment of Educational Progress (NAEP). Critical thinking is a skill frequently associated with social studies learning. However, attempts to detail a task analysis of critical thinking skill have met with problems: It is difficult to define a constant concept of thinking; thinking is rarely a process of linear steps; thinking about one question tends to raise others; and thinking cannot be divided into pieces and reconstructed. Skills and thinking are not synonymous and should not be treated as such for assessment. Despite the assumption that thinking skills are generic and transferable from one subject to another, there is evidence that the development of thinking skills is highly knowledge dependent; the separation of subject matter content and thinking process is arbitrary and misleading. Social studies test items should assess either the application of a skill, or the selection and application of the appropriate skill. To assess critical thinking, assessment of thinking and not assessment of separate skills is needed. Test items should include social studies subject matter, and former NAEP items should be retained for comparative analysis. (GDC)

DOCUMENT RESUME

ED 279 684 TM 870 071

Jones, Lyle V.
The Future Assessment of Educational Progress: Specifying Background Variables and Subpopulations.
PUB DATE- 86
NOTE- 19p.; One of 46 papers commissioned by the Study Group on the National Assessment of Student Achievement and cited in Appendix B to their final report "The Nation's Report Card" (TM 870 049). For other papers in this group, see TM 870 050-094.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Biographical Inventories; *Community Characteristics; Comparative Analysis; *Educational Assessment; Elementary Secondary Education; *National Surveys; *Sampling; State Surveys; *Student Characteristics; Testing Programs; *Test Results
IDENTIFIERS- *National Assessment of Educational Progress

It has been proposed that the National Assessment of Educational Progress (NAEP) increase its efforts to gather and analyze data on student background, teachers, households, and schools. Adoption of this proposal would result in the inclusion in NAEP of additional background variables and subpopulations, to be defined by states. NAEP specification of subpopulations has allowed efficient sampling, examination of various subpopulations' achievement levels, and interesting statistical comparisons. Traditional NAEP subgroups have involved community characteristics (region, size, and type) and student characteristics (age; sex; ethnic group; parental education; and time spent on activities such as television, reading, and homework). It is desirable to maintain those reporting categories judged to be policy relevant, whether or not they have been consistent with national achievement trends. It is difficult to define and measure the most important policy relevant variables; prior research should support their validity as reliable indicators of the intended characteristics or process. Future reporting categories should allow meaningful comparisons for 1969-1987. Central control of data is suggested. Suggestions for state sampling and reporting of results are also presented. (GDC)

DOCUMENT RESUME

ED 279 697 TM 870 084

Shaver, James P.
National Assessment of Values and Attitudes for Social Studies.
PUB DATE- Aug 86
NOTE- 29p.; One of 46 papers commissioned by the Study Group on the National Assessment of Student Achievement and cited in Appendix B to their final report "The Nation's Report Card" (TM 870 049). For other papers in this group, see TM 870 050-094.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Attitude Measures; *Citizenship Education; Decision Making; Definitions; *Educational Assessment; Elementary Secondary Education; Evaluation Criteria; Evaluation Methods; National Surveys; *Social Attitudes; *Social Studies; *Student Attitudes; Testing Programs; Test Validity; *Values
IDENTIFIERS- *National Assessment of Educational Progress

Three key terms--social studies, values, and attitudes--are discussed in relation to a national assessment in social studies. Definitions of these terms will affect decisions about what and how to assess. Two major approaches define social studies as: (1) social sciences simplified and adapted for pedagogical purposes; or (2) that portion of the school curriculum which is focused specifically on citizenship education. Curricular and assessment implications of choosing a definition become clearer when the objects of assessment--values and attitudes--are defined and linked to a definition of social studies. The citizenship education role of social studies should not only be acknowledged, but taken as the centering concept in a national assessment. Acceptance of that perspective, along with the careful definition of values and attitudes, suggests significant and feasible areas of assessment. Careful analysis of prior National Assessment of Education Progress (NAEP) work and the consideration of measurement alternatives can produce results which are more meaningful, useful, and valid than those from prior NAEP social studies assessments. (LMO)

DOCUMENT RESUME

ED 279 711 TM 870 126

Boldt, Robert F.
Generalization of SAT Validity across Colleges.
College Entrance Examination Board, New York, N.Y.
REPORT NO.- CEEB-RR-86-3; ETS-RR-86-24
PUB DATE- 86
NOTE- 17p.
AVAILABLE FROM- College Board Publications, Box 886, New York, New York 10101 ($6.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Class Rank; College Admission; *College Entrance Examinations; Generalization; Grade Point Average; Higher Education; Mathematics Tests; *Predictive Validity; *Predictor Variables; Standardized Tests; *Test Theory; *Test Validity; Verbal Tests
IDENTIFIERS- College Board Validity Study Service; *Scholastic Aptitude Test

This study investigated whether or not the validity of the Scholastic Aptitude Test (SAT) is both higher and less variable across colleges than it appears to be. Data from 99 validity studies conducted by the Validity Study Service of the College Board were used. In addition to test validities based on first-year college averages, which were calculated using institutional data, validities for each college were also estimated for two other groups--applicants for admission to the colleges, and all SAT takers. These last two estimates were based on range restriction theory. The results revealed that the average validity of both the SAT-V and SAT-M was estimated to be higher both for all test takers and for groups of applicants than for test takers on whom validity studies were based. A hypothesis that validities for SAT-V and SAT-M might differ across institutions but have the same ratio was also tested. It was thought that departures from this second assumption might lead to the detection of institutional types. Significant departures from the equal-ratio hypothesis tested at the 5 percent level occurred for about 5 percent of the institutions, so no detection of institutional types occurred. (Author/JAZ)

DOCUMENT RESUME

ED 279 725 TM 870 174

Fingerman, Paul W.
Recommendations for Editing the Common Core of Data, Parts VI and VI-A. Technical Report No. 11.
American Institutes for Research in the Behavioral Sciences. Palo Alto, CA. Statistical Analysis Group in Education.
SPONS. AGENCY- National Center for Education Statistics (DHEW), Washington, D.C.
PUB DATE- Jul 79
NOTE- 88p.; Some pages are marginally legible.
CONTRACT- 300-78-0150
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Data Analysis; Data Collection; *Data Processing; Elementary Secondary Education; *National Surveys; Public Schools; School Districts; *School Surveys; Statistical Analysis; Statistical Data; *Statistical Surveys
IDENTIFIERS- National Center for Education Statistics

Recommendations are made for data processing procedures for the National Center for Education Statistics' (NCES) Common Core of Data survey program. Data are anticipated from about 16,000 local education agencies and 85,000 schools in the 50 states, the District of Columbia, and 7 territories. These recommendations concern editing and verification performed between the receipt of data and the start of substantive analyses--inspecting for suspect values, as well as detecting and correcting erroneous values. A flow chart details the editing process, which includes online data entry edits, preliminary machine edits, and batch production edits. The precise nature and relationship between the data entry and preliminary edit phase depends on the form in which the data are received. Online data entry edits are strongly recommended, since the first check will usually be for a keying error and the source document is still immediately available. The preliminary edit examines the data statistically, searching for frequent or universal format-type problems, while the production edit attempts to individually identify every field or record that fails an edit. Other described processes include automatic correction, relational or longitudinal edits, table-driven edits, switch-driven edits, and user-oriented interfaces. Specific suggestions are described for two surveys: the Universe of Public Schools Survey and the Local Education Agency Non-Fiscal Survey. Various survey forms and data processing instructions are appended. (GDC)

DOCUMENT RESUME

ED 279 739 UD 025 352

Developing Multicultural Education Programs. Special Edition: Handbook Number 2.
REPORT NO.- ISBN-0-920696-33-3
PUB DATE- Apr 86
NOTE- 87p.
AVAILABLE FROM- The Alberta Teachers' Association, Barnett House, 11010-142 Street, Edmonton, Alberta T5N 2R1 ($10.00).
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Collected Works - Serials (022)
DESCRIPTORS- *Canada Natives; Canadian Literature; *Cultural Activities; Cultural Differences; Culture Contact; *Educational Resources; *Ethnic Studies; Evaluation Methods; Foreign Countries; Minority Groups; *Multicultural Education; Self Concept
IDENTIFIERS- *Alberta

This handbook is the second in a series designed to aid teachers in developing a multicultural education curriculum. It is divided into two parts. Part 1, consisting of seven chapters, covers aspects of Canadian cultural diversity, and suggests activities for acquainting students with the various cultures native to Canada: (1) celebrations; (2) reading about these cultures and meeting people of different backgrounds; (3) creating case studies of individuals with different cultural backgrounds; (4) consciousness raising; (5) conciliation/adjustment; (6) communication; and (7) caring. The purpose of all the activities recommended is to foster acceptance of diversity. Part 2 is specifically oriented to the school and the classroom. Chapters 8-12 outline five steps for organizing a formal multicultural school program: (1) determining the need for such a program; (2) deciding on the nature of the program; (3) obtaining participant endorsement; (4) identifying resources; and (5) evaluating the undertaking. A brief concluding section deals with the kinds of attitudes to adopt to assure success. The appendix consists of a list of contributors to the handbook, and various resources (public institutions, reading materials, audio-visuals) are cited throughout the manual. (PS)

DOCUMENT RESUME

ED 279 753 UD 025 366

Wilson, Reginald
Black Education in the World Workforce: A Demographic Analysis.
PUB DATE- 21 Nov 86
NOTE- 26p.; Paper presented at the Annual Meeting of the National Alliance of Black School Educators (14th, Washington, DC, November 21, 1986).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Blacks; Economically Disadvantaged; *Equal Education; Futures (of Society); *Hispanic Americans; *Middle Class Standards; Minimum Competency Testing; Racial Discrimination; Social Isolation; *Socioeconomic Influences; *Test Wiseness

The education and economic status of Blacks and Hispanics is the foremost crisis facing the United States today. The viability of this nation as a participant in the global economy is directly related to its solution. Supporting these statements is a demographic analysis of the current economic and education situation. The following related topics are discussed: (1) inflexible, rigid institutions that lack adaptability to a changing world and are obstacles to national competition; (2) lower national competitiveness due to underutilization of minority populations, and nonresponsive educational institutions; (3) declining size of Black and White cohorts compared to increasing size of Hispanic and Asian cohorts; (4) teacher competency tests that Blacks fail six times more often than Whites; and (5) the need to teach Black children how to pass tests. Raising test scores must be a "system" goal. Future trends indicate a worsening situation for Blacks in this country and increasing social and political isolation of middle class Blacks from other Blacks. Included are recommendations for improving the educational and economic status of Blacks. (PS)

DOCUMENT RESUME

ED 279 767 UD 025 380

Age-Grade Distribution, 1984-85. OEA Analytic Report.
New York City Board of Education, Brooklyn. Office of Educational Assessment.
PUB DATE- Oct 86
NOTE- 44p.; Prepared by the Analytic Studies Unit.
AVAILABLE FROM- Office of Educational Assessment, New York City Board of Education, 110 Livingston Street, Brooklyn, NY 11201.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - General (140)
DESCRIPTORS- Academic Failure; *Age Grade Placement; Dropout Programs; Elementary Secondary Education; Grade Repetition; Statistical Distributions; *Student Placement; *Student Promotion; *Urban Education
IDENTIFIERS- *New York (New York)

The 1984-85 age-grade distribution for the New York City Public Schools shows that one-third of the city's approximately 850,000 general education and resource room students were above the standard age for their grade. The proportion of overage students increased in the upper grades; in grades nine, ten, and eleven, over half were above standard age. The large majority of students in dropout retrieval programs were overage, nearly half by three or more years. The findings indicate the following: (1) a large number of students are being held to promotional standards before being advanced to the next grade; (2) as of December 31, 1984 there were 108,000 students between 17 and 21 years of age in the system; (3) the particular educational needs of these young adults must be considered in developing programs and curricula; (4) young adults should be encouraged to participate in the decision-making regarding their educations; and (5) materials and course work should address the issues young adults face in such areas as career choice and family life. This report contains an introduction summarizing age-distribution findings, tables with finding results, and a copy of the New York City Promotional Policy for grades four through nine. (Author/PS)

DOCUMENT RESUME

ED 279 781 UD 025 523

Rossell, Christine H.; Clarke, Ruth C.
The Carrot or the Stick in School Desegregation Policy?
Boston Univ., Mass.
SPONS. AGENCY- National Inst. of Education (DHEW), Washington, D.C.
PUB DATE- Mar 87
NOTE- 196p.
GRANT- NIE-G-83-0019
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
Reports - Research/Technical (143)
DESCRIPTORS- Black Education; Desegregation Plans; *Elementary Secondary Education; Enrollment Trends; Equal Education; *Magnet Schools; Predictor Variables; Program Effectiveness; *Racially Balanced Schools; *School Desegregation; Trend Analysis; *Voluntary Desegregation
IDENTIFIERS- Mandatory Programs

This report assesses the relative effectiveness of primarily voluntary and primarily mandatory desegregation plans in a sub-sample of 20 school districts, 9 of which are magnet-voluntary plans and 11 of which are magnet-mandatory plans. The major conclusions of this report are the following: (1) voluntary desegregation plans work; (2) dismantling mandatory plans and replacing them with comprehensive magnet-voluntary plans does not necessarily resegregate a school system; and (3) mandatory desegregation plans are not failures. Two school factors that are consistently important in predicting a magnet school's success are location and curriculum. The report provides the following information: (1) a review of research on white flight and the effectiveness of alternative desegregation plans; (2) the goals of a school desegregation plan; (3) the relative effectiveness of different magnet school programs; (4) the relative effectiveness of alternative desegregation plans (voluntary versus mandatory); (5) national desegregation trends from the 1960s through 1984; and (6) report findings and policy recommendations. Included are appendices with pertinent statistics on student demographics and school racial balance, and a bibliography. (PS)

ED 279 592 SO 018 019

Kaya-Carton, Esin; And Others
Ethnicity in the Curriculum: The Textbook in its Social Context. Draft for Book.
Bureau of Educational Evaluation, Inc., Garden City, NY.
PUB DATE- 86
NOTE- 67p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Content Analysis; Elementary Secondary Education; *Ethnic Groups; *Italian Americans; Multicultural Textbooks; *Social Studies; Textbook Content; *Textbook Evaluation; *Textbook Research; Textbooks

Social studies textbooks need careful inspection with regard to how they treat ethnicity. Although there have been several studies of possible bias in textbooks, there are methodological concerns that need further deliberation. Content analysis has been called a "technique for systematic inference from communications," and it may be viewed as a stable bridge connecting the chasm between qualitative and quantitative methods of research and evaluation. A systematic and comprehensive study of 320 social studies textbooks from the elementary, junior high school, and senior high school levels was undertaken. One of the first questions raised was the degree to which the textbooks covered material relevant to particular ethnic groups with the focus of coverage being Italian Americans. An observation that emerged from the content analysis involved the variations among the textbooks with regard to their ethnic philosophy. One philosophy treated the nation as a "melting pot" whereas the other treated the United States as a "salad bowl." What is clear is that textbook publishers must assume the responsibility of providing empirical evidence for the content-validity of the books they publish, or eventually face a problem of credibility. (BZ)

ED 279 609 SP 027 968

Time for Results: The Governors' 1991 Report on Education. Supporting Works. Task Force on College Quality.

National Governors' Association, Washington, D.C.

PUB DATE- Aug 86

NOTE- 99p.; For summary report, see SP 027 962; for individual task force reports, see SP 027 963-969.

AVAILABLE FROM- National Governors' Association Publications Office, 444 N. Capitol St., Washington, DC 20001-1572 ($6.00).

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Accreditation (Institutions); *Change Strategies; *Colleges; College Students; *Educational Assessment; *Educational Change; Higher Education; Outcomes of Education; *State Action

IDENTIFIERS- *Time for Results (Governors 1991 Report on Educ)

The Task Force on College Quality was charged with gathering research, reviewing literature and drawing on testimony on assessment of college effectiveness and state policies on improving higher education. Three papers are presented: (1) "College Quality: Measuring What Students Learn in Higher Education" (Jean G. McDonald); (2) "The State Role in Assessing College Outcomes: Policy Outcomes and Probable Impacts" (Peter T. Ewell); and (3) "The Costs of Assessment" (Peter T. Ewell and Dennis Jones). This report includes lists of the charges to the task force, hearings and presenters, highlights of state policies, and additional resources. (JD)

ED 279 625 SP 028 608

Strickland, James F.; And Others
Preservice Teachers' Perceptions of Teaching as a Career.
PUB DATE- 19 Nov 86
NOTE- 16p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Memphis, TN, November 19-21, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Career Choice; *Education Majors; Elementary Secondary Education; Higher Education; Preservice Teacher Education; *Student Attitudes; Teacher Effectiveness; Teacher Salaries; *Teaching (Occupation); Teaching Conditions

This study sought to determine: (1) preservice teachers' perceptions of teaching as a career, and (2) differences in perceptions among groups of preservice teachers categorized on the basis of a variety of background variables. Subjects of the study were 101 education majors enrolled in a college in the Southeast. The survey instrument included 71 controlled-choice items divided into three areas: background information; factors viewed as encouraging or discouraging in relation to teaching as a career and individuals perceived as potential sources of encouragement for students interested in teaching; and qualities perceived as important for effective teachers. Some major findings included: (1) encouraging factors related to teaching were job availability and security, fringe benefits, working conditions, and a contribution to humanity; (2) salary was perceived as discouraging; (3) teaching was viewed as a good profession for both men and women (and especially for women); (4) encouragement to become a teacher came from family and teachers; (5) participants would encourage others to enter teaching; (6) almost half of the subjects were interested in elementary level teaching but very few planned to teach in the middle school; and (7) qualities of good teachers were perceived as clarity of thought, enjoyment of teaching, and knowledge of subjects taught. Specific findings of the study are identified in seven tables. (JD)

ED 279 657 SP 028 682

Oversight on Alternatives to Commodity Donation in the National School Lunch Program. Hearing before the Subcommittee on Elementary, Secondary, and Vocational Education of the Committee on Education and Labor. House of Representatives, Ninety-Ninth Congress, Second Session.

Congress of the U.S., Washington, D.C.

PUB DATE- 15 May 86

NOTE- 110p.; Serial No. 99-141. Some pages contain small print.

AVAILABLE FROM- Superintendent of Documents, Congressional Sales Office, U.S. Government Printing Office, Washington, DC 20402.

LANGUAGE- English

EDRS Price - MF01/PC05 Plus Postage.

PUB TYPE- Legal/Legislative/Regulatory Materials (090)

DESCRIPTORS- Elementary Secondary Education; Expenditure per Student; *Food Service; *Food Standards; Hearings; *Lunch Programs; *Program Costs; School Districts; Vocational Education

IDENTIFIERS- Congress 99th; *School Lunch Program

This congressional hearing on the school lunch program dealt with the question of what would happen in those school districts that wanted to exercise an option to either take cash in lieu of commodities from the Department of Agriculture, or commodity letters of credit. Prepared statements are presented from Gene Miller, school food service director, School District of Lancaster, Pennsylvania; Dorothy Van Egmond-Pannell, director, food services, Fairfax County Public Schools, Virginia; and William Verrill, director of food services, Portland Public Schools, Maine. Letters, supplemental materials, and prepared statements from other school food service authorities are included. (JD)

ED 279 754 UD 025 367

Ames, Tami; And Others
What You Need To Know: A Manual on Developing Youth Leadership.
Community Training and Assistance Center, Boston, MA.
SPONS. AGENCY- Hazen Foundation, New Haven, Conn.
PUB DATE- 85
NOTE- 79p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTORS- Adolescents; Communication Skills; High Schools; *Leadership Training; *Learning Activities; Multicultural Education; Sensitivity Training; Urban Youth; *Youth Leaders

This manual suggests ways of developing youth leadership, especially among urban youth in multicultural settings. The manual is divided into three sections. Section I, "What You Need To Know: By Youth for Youth," written by youth leaders from Cambridge Public Schools, provides tips on how to be an effective group leader. It discusses decision making, getting along with others, and problem solving. Section II, "For Adults Working with Youth," is directed toward youth workers, teachers, planners, and administrators. It presents a philosophy of youth leadership and some guidelines for effective youth work. The largest section, Section III, presents 18 exercises that transmit the skills, values, and knowledge essential to youth leadership development. The exercises focus on three broad areas: (1) warm-up exercises, listening and communication skills, and leadership development; (2) self-confidence, interpersonal relations, and values clarification (including exercises on multicultural awareness and sexual harassment); and (3) developing skills in public speaking, problem solving, and decision making. (KH)

ED 279 768 UD 025 381

James Monroe High School Proyecto Nuevos Horizontes, 1985-1986. OEA Evaluation Report.

New York City Board of Education, Brooklyn. Office of Educational Assessment.

SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 86
NOTE- 56p.; Some appendices may not reproduce well due to marginal legibility.
GRANT- G008525045
AVAILABLE FROM- Office of Educational Assessment, New York City Board of Education, 110 Livingston Street, Brooklyn, NY 11201.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Attendance; Computer Assisted Instruction; *English (Second Language); Ethnicity; High Schools; *High School Students; Home Visits; *Limited English Speaking; Native Language Instruction; Parent Participation; *Spanish Speaking; *Transitional Programs; *Urban Education
IDENTIFIERS- *New York (Bronx); Proyecto Nuevos Horizontes NY

Proyecto Nuevos Horizontes, a 3-year Title VII-funded bilingual education program, serves 287 Spanish speaking students at James Monroe High School (Bronx, New York). This report evaluates the project's first year of operation, 1985-86. The report contains an introduction describing the school and project goals; information on student characteristics; a description of the program; evaluation findings; conclusions and recommendations; and appendices with program-related statistics and meeting agendas. The program aims to: (1) improve English language skills of limited English proficient (LEP) students while providing daily instruction in Spanish; (2) develop a computer-assisted instructional program to reinforce students' skills in English as a second language, native language arts, and content-area subjects; (3) offer LEP students business education courses; (4) develop career awareness; (5) foster pride in students' ethnic heritage; and (6) increase student attendance rates. According to the evaluation, short term goals were met. Students showed improvement on the Criterion Referenced English Syntax Test. More than 65 percent of the students enrolled in social studies, science and mathematics classes obtained passing grades. More than 70 percent of the students enrolled in native language arts classes passed. The program attendance rate was significantly higher than that of mainstream students. (PS)

ED 279 562 SO 017 717

Surveying Your Arts Audience.

National Endowment for the Arts, Washington, DC. Research Div.

REPORT NO.- ISBN-0-89062-203-5
PUB DATE- 85
NOTE- 82p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Arts Centers; *Audiences; *Information Utilization; Opinions; Research Design; *Research Methodology; Surveys
IDENTIFIERS- *Audience Research

Recognizing the need to conduct audience studies to aid in arts organizations' policy development, this manual was developed to inform arts organization personnel on how to conduct a valid survey; to discourage poor surveys and raise the standards of audience information; and to provide guidance on when survey consultants should be chosen as well as what to expect from a consultant in terms of audience survey specifications. The manual can be used in a wide range of arts settings and includes survey questions as well as step-by-step instructions on planning, conducting, analyzing, and presenting audience surveys. Field tests were conducted to find out what the manual could do, and site visits monitored the progress of five projects. The manual contains six chapters: (1) "Why an Audience Survey"; (2) "Developing the Questionnaire"; (3) "Sample Design"; (4) "Collecting Survey Data"; (5) "Data Processing"; and (6) "Interpreting and Presenting Survey Results." An appendix of Model Survey Questions is included. (KWL)

ED 279 577 SO 017 940

Music: A Guide to Curriculum Development in the Arts.

Iowa State Dept. of Public Instruction, Des Moines.

PUB DATE- 86

NOTE- 91p.; For related documents, see SO 017 939-942.

LANGUAGE- English

EDRS Price - MF01/PC04 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- Art Education; *Curriculum Development; Elementary Secondary Education; *Evaluation Criteria; Music Activities; *Music Education; Resource Materials; State Curriculum Guides

IDENTIFIERS- Iowa

This guide was developed as a model for local music education programs. Following the preface, a unit titled, "Rationale/Philosophy/Goals," contains the philosophy and goals of music education and preferred student attitudes toward music. Goals and objectives for a multicultural, nonsexist approach to music education, and recommendations for an exceptional student music education program are included. A visiting musician program is mentioned. "Scope/Sequence/Strategies" is divided into three parts. Part One, "General Music," referring to elementary and secondary music courses which provide the students a broad range of experiences, is divided into three components: knowledge, skills, and senior high course offerings. Within the knowledge and skills sections, achievement and emphasis is organized by three instructional levels: lower elementary, upper elementary, and junior/middle high. A bar graph is used to show the levels of instruction most appropriate for specific concepts. A musical skills checklist outlines musical behavior at various instructional levels. Musical skills and knowledge for senior high students of varying degrees of musical experience are described through course offerings. Part Two, "Performance Groups: Bands, Orchestra, Chorus," refers to school performance groups which epitomize the practical application of music education. In this section, skill groups are categorized in three areas: band skills, string skills, and chorus skills. Each area is divided into elementary, junior/middle high, and senior high levels of music instruction. Part Three, "Teaching Strategies," provides four examples of music education lesson plans. The unit titled "Evaluation" provides guidelines for judging school music programs, students, teachers, and curriculum. The concluding unit contains a list of resources and a bibliography. (APG)

ED 279 641 SP 028 638

White, John E.

Extended Teacher Preparation Programs: More Than Time Is at Issue.

PUB DATE- Feb 87
NOTE- 11p.; Paper presented at the Annual Meeting of the Association of Teacher Educators (67th, Houston, TX, February 15-18, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Course Content; Field Experience Programs; Higher Education; *Liberal Arts; *Preservice Teacher Education; Program Effectiveness; *Program Length; Teacher Education Curriculum; *Teacher Education Programs
IDENTIFIERS- Austin Teacher Program TX; *Extended Degree Programs

Students in the five year Austin Teacher Program at Austin College (Texas) major in academic disciplines--English, history, mathematics, biology--not in education. Child psychology, educational psychology, and educational philosophy courses are taken through the departments of psychology and philosophy. The primary undergraduate exposure to the field of education comes in a four-year sequence of credit and non-credit "labs" that combine theory with practice. During the sophomore lab, for example, students design and teach a 7- to 10-day unit as a culminating activity for a 30-hour field experience. The senior lab requires students to teach, under supervision, a one-semester class. During the fifth year of the program, previously acquired skills are honed and four years of learning and practice are integrated. This paper discusses salient features of the program, the philosophy that undergirds the program, its organizational features, the role of the liberal arts, and signs of effectiveness. Preliminary results of follow-up studies are included. The results indicate that graduates are qualitatively better prepared than their traditional counterparts. (JD)

ED 279 672 TM 870 059

Cronin, Joseph M.
The Cost of National and State Educational Assessments.

PUB DATE- Aug 86
NOTE- 17p.; One of 46 papers commissioned by the Study Group on the National Assessment of Student Achievement and cited in Appendix B to their final report "The Nation's Report Card" (TM 870 049). For other papers in this group, see TM 870 050-094.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Educational Assessment; *Educational Finance; Educational Testing; Elementary Secondary Education; Federal State Relationship; Financial Support; Information Needs; International Programs; National Programs; *National Surveys; *Program Costs; School Districts; State Programs; *State Surveys; *Testing Programs
IDENTIFIERS- International Assn Evaluation Educ Achievement; *National Assessment of Educational Progress

The National Assessment of Educational Progress (NAEP) assessed three grade levels and 21-year-olds in the 1960's, at an annual cost of $6 million. By the early 1980's, adults were no longer tested and funds had decreased to $3.8 million. Other governmental departments, however, have also been funded for testing and a number of state testing programs have been implemented recently. New York State's comprehensive minimum competency testing program, like the NAEP's, cost $3.8 million annually. Test construction is very costly. The Council of Chief State School Officers recommends testing during grades 5, 8, and 11. NAEP tests grades 3, 7, and 11. Local school district testing programs generally have goals that differ from those of the state programs. Local boards use tests for purposes of diagnosis, proficiency testing, or ranking. In the 1970's the international project, IEA (International Association for Evaluation of Educational Achievement) became an attention-commanding project; however United States government officials are not encouraged to fully participate in IEA planning. Coordination of IEA and NAEP procedures could reduce costs. Some state programs use NAEP items for purposes of comparison. Costs for each state's testing programs can range from $105,000 to $525,000, depending on the number of subjects tested per year; total national costs could range from $5,250,000 to $25,250,000. (GDC)

ED 279 685 TM 870 072

Kearney, C. Philip
NAEP: A National Data System for the 21st Century.

PUB DATE- 19 Sep 86
NOTE- 34p.; One of 46 papers commissioned by the Study Group on the National Assessment of Student Achievement and cited in Appendix B to their final report "The Nation's Report Card" (TM 870 049). For other papers in this group, see TM 870 050-094.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Databases; Data Collection; *Educational Assessment; Educational Testing; Elementary Secondary Education; Information Systems; *Information Utilization; *Measurement Objectives; National Competency Tests; *National Surveys; Testing Problems; *Testing Programs
IDENTIFIERS- *National Assessment of Educational Progress

The National Assessment of Educational Progress (NAEP) has the potential to become a national data system and to meet the rapidly expanding needs for educational information. Historically, NAEP has had the objectives of providing relevant information for federal, state, and local policymakers; establishing a research database; and monitoring performance levels. Now, increasing emphasis on the linkages between and among achievement outcomes, settings, and processes is encouraged. Suggestions for the evolution of the future NAEP database include ideas for improving data collection and storage. A number of requirements are summarized. The system should be comprehensive, encompassing background characteristics, the schooling process, and outcomes. Data elements, files, and records should be linked. Data should be representative, accurate, comparable, timely, private, and secure. Plans for processing and analysis and for the flow of information must be in place. System costs should be shared by various users, rather than relying entirely on federal support. (GDC)

ED 279 698 TM 870 085

Smethurst, Wood

Early Beginnings, Success and Failure in Teaching Young Children to Read: Some Abiding Questions and Intriguing Possibilities.

PUB DATE- 23 May 87
NOTE- 25p.; One of 46 papers commissioned by the Study Group on the National Assessment of Student Achievement and cited in Appendix B to their final report "The Nation's Report Card" (TM 870 049). For other papers in this group, see TM 870 050-094.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Beginning Reading; Diagnostic Tests; Early Childhood Education; Educational Assessment; High Risk Students; *Intervention; National Surveys; Predictive Measurement; *Reading Achievement; *Reading Diagnosis; *Reading Failure
IDENTIFIERS- National Assessment of Educational Progress

Questions pertaining to beginning reading, success, and failure are addressed. The issues of concern are: (1) When reading begins? (2) What preschool activities seem to help certain children succeed as readers? (3) What characteristics and conditions are associated with reading failure in first grade? (4) What early experiences might help children avoid or minimize reading failure? and (5) Just as insurance companies can estimate actuarially an individual's risk of having an automobile accident, can a similar technology be developed to estimate a child's risk of reading failure? Answers to these questions are explored through available literature, history, and research. It is concluded that the National Assessment of Educational Progress (NAEP) could provide the needed large-scale, carefully sampled, designed, and controlled assessment of risk factors across all segments of the preschool population. Research based on NAEP might lead to more confident and accurate predictions that a given child is at risk to fail. If we know with some assurance that this child is likely to fail, it might be possible to design a way to intervene so as to avoid or minimize the devastating effects of reading failure. (LMO)

ED 279 712 TM 870 156

Stiggins, Richard J.; And Others
A Feeling for the Student: Understanding the Art of Classroom Assessment.
Northwest Regional Educational Lab., Portland, Oreg.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 30 Nov 86
NOTE- 332p.
CONTRACT- 400-86-0006
LANGUAGE- English
EDRS Price - MF01/PC14 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Academic Achievement; Achievement Tests; Biology; *Classroom Environment; *Classroom Observation Techniques; Classroom Research; Educational Policy; *Evaluation Criteria; *Evaluation Methods; Feedback; High Schools; Interviews; Language Arts; Mathematics Instruction; *Measurement Techniques; *Profiles; Science Instruction; Secondary School Teachers; Social Studies; Student Characteristics; Teacher Attitudes; Teacher Characteristics
IDENTIFIERS- Paper and Pencil Tests

This report describes the fifth in a series of investigations of the nature, role, and quality of teacher-developed classroom assessments. The purpose of this research program is to provide a clear picture of the assessment demands of the classroom so teacher educators can plan assessment training that is relevant to teachers' needs. The purpose of this particular study was to develop instrumentation for the observation and description of individual teachers' classroom assessment environments. Beginning with a general observational framework from a previous study, four researchers each observed and described two classroom assessment environments. Classrooms studied included high school mathematics, science, language arts, and social studies contexts. After completing observations and interviews with teachers and students, researchers revised the framework and prepared a profile of each classroom assessment environment. Each profile explores the teacher's reasons for assessment, the assessment methodology used, the factors considered by the teacher in selecting those methods, the quality of assessments, the teacher's use of feedback, the teacher's perceptions of students, and the effect of policy on classroom assessment. Based on a synthesis of profiles, generalizations are drawn about: (1) the nature, role, and quality of classroom assessment; and (2) teacher and principal assessment training needs. (Author/JAZ)

ED 279 726 TM 870 175

Russ-Eft, Darlene F.
Validity and Reliability in Survey Research. Technical Report No. 15.
American Institutes for Research in the Behavioral Sciences. Palo Alto, CA. Statistical Analysis Group in Education.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
PUB DATE- Aug 80
NOTE- 143p.
CONTRACT- 300-78-0150
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Reference Materials - Bibliographies (131)
DESCRIPTORS- Concurrent Validity; Construct Validity; Content Validity; Data Collection; Educational Research; Questionnaires; *Research Design; *Research Methodology; Research Problems; *Surveys; *Test Reliability; *Test Validity
IDENTIFIERS- Internal Consistency; *Test Retest Reliability

With increasing reliance being placed on the results of their surveys, the National Center for Education Statistics (NCES) recognized a need for these survey results to be valid and reliable. As part of the work of the Statistical Analysis Group in Education (SAGE), an effort was undertaken to investigate validity and reliability in survey research. This document is the result of that effort. The first section provides an overview of the concepts of reliability and validity. Procedures for measuring sources of error are suggested. Several ways of approaching validity are mentioned including content validity, criterion-related validity, and construct validity. The second section presents some suggestions for approving the reliability and validity of survey data, with a focus on the data collection phase. These suggestions are based upon previous data collection experiences of the staff of SAGE. The final section, encompassing 106 pages, provides an annotated bibliography of selected materials relevant to validity and reliability in survey research. (JAZ)

ED 279 740 UD 025 353

Extracurricular Activity Participants Outperform Other Students. OERI Bulletin

Office of Educational Research and Improvement (ED), Washington, DC.

REPORT NO.- CS-85-2136
PUB DATE- Sep 86
NOTE- 10p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Collected Works - Serials (022)
DESCRIPTORS- Academic Achievement; *Academic Standards; Admission Criteria; *Athletics; College Admission; *College Athletics; College Freshmen; Eligibility; *Extracurricular Activities; *Grade Point Average; Prerequisites
IDENTIFIERS- *High School and Beyond (NCES); National Collegiate Athletic Association

This bulletin from the Center for Statistics (CS) attempts to shed light on the potential impact of new college eligibility requirements linking extracurricular participation to academic performance. The CS-sponsored longitudinal study, "High School and Beyond" (HS&B), was used as the data source for estimates; the information on coursework credits earned and grade point averages was taken from high school transcripts and questionnaires. Data shows that 80 percent of 1982 high school seniors participated in extracurricular activities. Except for hobby clubs and vocational education clubs, participation rates tended to be highest for students who were from high socioeconomic status backgrounds, who were pursuing an academic curriculum, and who made good (B+ or better) school grades. Differences in participation rates among racial-ethnic groups tended to be small. Two exceptions were varsity athletics and chorus or dance, with a higher percentage of black students participating. The more activities students were involved in, the higher they ranked academically, indicating that extracurricular activities attract many bright, high-performing students. An overwhelming majority of extracurricular activity participants would meet the requirements of a cumulative 2.0 grade point average (GPA). Included in the report are technical notes on methodology and charts relating extracurricular activity and student characteristics to percentage of 1982 seniors who had a cumulative GPA of 2.0 or more. (PS)

ED 279 593 SO 018 022

Brustman, Mary Jane

Public Administration: A Bibliography of Selected Reference Sources.

PUB DATE- Jun 86
NOTE- 22p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Abstracts; Annotated Bibliographies; Encyclopedias; Government Publications; Guides; Higher Education; Indexes; Literature; *Public Administration; *Reference Materials; *Resource Materials
IDENTIFIERS- State University of New York Albany

This guide presents an annotated list of selected reference sources in public administration. All of the sources listed are found at the Graduate Library for Public Affairs and Policy (GLPP) located at the State University of New York, Albany. Detailed, exhaustive guides in literature, research, indexes, abstracts, statistical sources, government documents, directories, handbooks, and encyclopedias are listed. Not covered in this guide, however, are primary legal materials which may be useful to the public administration researcher or practitioner since these may be found in GLPP's law collection. Notes on finding books and utilizing computer resources are also included. The guide is divided into eight sections (1) Guides to the Literature and Research; (2) Indexes and Abstracts; (3) Finding Books; (4) Statistical Information (including budget information); (5) Federal, State, and Local Government Materials; (6) Dictionaries; (7) National, State, and Local Directories, Encyclopedias and Handbooks; and (8) Computer Resources. An asterisk indicates the resources which can be searched online. (APG)

ED 279 610 SP 027 969

Time for Results: The Governors' 1991 Report on Education. Supporting Works. Task Force on School Facilities.

National Governors' Association, Washington, D.C.

PUB DATE- Aug 86
NOTE- 53p.; For summary report, see SP 027 962; for individual task force reports, see SP 027 963-969.
AVAILABLE FROM- National Governors' Association Publications Office, 444 N. Capitol St., Washington, DC 20001-1572 ($6.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Change Strategies; *Educational Change; Educational Facilities; Enrollment Trends; *Facility Requirements; *Government School Relationship; *School Buildings; School Community Relationship; Space Utilization; *State Action
IDENTIFIERS- *Time for Results (Governors 1991 Report on Educ)

The Task Force on School Facilities was asked to analyze research data, review literature, and collect testimony on current state policies related to the use of school facilities. Two papers are presented: (1) "Issues in School Facilities Use" (Jean G. McDonald); and (2) "School Facilities: State Role" (Jean G. McDonald). This report includes information on the charges to the task force, hearings and presenters, and additional resources. (JD)

ED 279 658 SP 028 683

Konrad, Abram G.
Student Evaluation of Teaching: Research and Recommendations.
PUB DATE- Jun 86
NOTE- 45p.; Paper prepared for the Committee for the Improvement of Teaching and Learning, the University of Alberta.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *College Faculty; *Educational Assessment; Evaluation Criteria; Higher Education; Instructional Improvement; Program Effectiveness; *Student Evaluation of Teacher Performance; *Teacher Effectiveness; Teacher Improvement

This paper provides an overview of instructional evaluation in higher education with a special emphasis upon student evaluation of teaching. The paper includes an examination of the context for evaluation, components of evaluation, and research on student evaluation of instruction, and it proposes a series of recommendations for the implementation of student evaluations. A major portion of the paper reviews selected research literature regarding such matters as the validity, reliability, influential factors, instrumentation, administration, and impact of student evaluation of teaching. Research evidence on the impact of student ratings on the improvement of teaching is also examined. The kind of rating scales that should be used and how rating forms should be administered are considered. An eight-page reference list concludes the document. (JD)

ED 279 563 SO 017 729

Eddinger, Suzanne S.; Van Sickle, Ronald L.
Instructional Activities in Personal Economics.
Georgia Univ., Athens. Center for Economic Education.

SPONS. AGENCY- Joint Council on Economic Education, New York, N.Y.
PUB DATE- 85
NOTE- 83p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Activity Units; *Concept Formation; Course Content; Curriculum Development; Curriculum Guides; *Economics Education; Instructional Materials; Learning Activities; Secondary Education; Teaching Methods

This publication, a collection of instructional activities with decision-making as the main focus, is correlated to the "Give and Take" video/film series developed for a consortium of state and provincial education agencies. Presented are concepts related to the risks in taking advantage of economic opportunities, and instructional activities which include case studies, concept lessons, role plays, demonstrations, small group work, and independent study activities. The document contains the following units: (1) "Scarcity and Personal Decision Making"; (2) "Scarcity and Social Decision Making"; (3) "Opportunity Cost"; (4) "Credit"; (5) "Careers and Opportunities"; (6) "Productivity and Human Capital"; (7) "Public and Private Goods, Services, and Resources"; (8) "Taxes"; (9) "Supply and Demand"; (10) "Substitutes"; and (11) "Market Structure." The activities may be used either in conjunction with the "Give and Take" media series or independently. (KWL)

ED 279 626 SP 028 609

Wallace, Gaylen R.; Kass, Sandra E.
Teacher Stress and Self-Concept.
PUB DATE- Apr 86

NOTE- 13p.; Paper presented at the Annual Meeting of the American Educational Research Association (67th, San Francisco, CA, April 16-20, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Elementary Education; *Elementary School Teachers; *Research Methodology; *Self Concept; Self Concept Measures; *Special Education Teachers; *Stress Variables

This study was designed to determine if: (1) the amount of stress differs between regular and special education elementary teachers, and (2) self-concept acts to moderate the stress scores between the two groups. Subjects included 75 teachers in regular classrooms and 62 teachers in special education classrooms. The teachers responded to personal biographical questionnaires, the Hopkins Symptom Checklist (HSCL), the Teacher Occupational Stress Factor Questionnaire (TOSFQ), and the Wallace Self-Concept Scale (WSCS). These inventories were chosen on the basis of their representing the theoretical model used in the study, i.e., occupational stress is a function of personal symptoms of stress interacting with environmental sources of stress which are moderated by the individual's self-concept. A description is given of each of the measurement instruments and what it purports to measure. The data were analyzed using the general linear model form of the multivariate analysis of variance (MANOVA). This allowed for the combining of the dependent variables and independent classification variables into one analysis model. Some differences in stress between the two groups were identified, and self-concept was seen as moderating the differences. A discussion of the findings includes comparisons between the measurement models used in the study. A table and 20 references are included. (JD)

ED 279 642 SP 028 639

Ducharme, Edward R.
Teacher Educators: What Do We Know? ERIC Digest 15.
ERIC Clearinghouse on Teacher Education, Washington, D.C.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 86
NOTE- 4p.
CONTRACT- 400-83-0022
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *College Faculty; Higher Education; Preservice Teacher Education; Research Needs; *Schools of Education; Specialist in Education Degrees; Teacher Educator Education; *Teacher Educators
IDENTIFIERS- ERIC Digests

Little is known about "teacher educators," the higher education faculty responsible for teacher preparation. Reasons include the lack of a definition and consequent difficulty in identifying the population, scarcity of research on teacher educators specifically, and inclusion of teacher educators in research on the education professoriate generally. This digest describes the definitional problem, summarizes information from education professoriate research, and suggests needed research. (AA)

ED 279 686 TM 870 073

Lewis, Anne E.
The Politics of Testing/Assessment (Or a Chameleon in the Classroom).
PUB DATE- 19 Aug 86
NOTE- 23p.; One of 46 papers commissioned by the Study Group on the National Assessment of Student Achievement and cited in Appendix B to their final report "The Nation's Report Card" (TM 870 049). For other papers in this group, see TM 870 050-094.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Educational Assessment; *Educational Testing; Elementary Secondary Education; Measurement Objectives; National Surveys; *Politics of Education; Public Opinion; Standardized Tests; State Surveys; *Testing Problems; *Testing Programs; *Test Results; *Test Use
IDENTIFIERS- *National Assessment of Educational Progress

A number of political issues are involved in educational testing and the National Assessment of Educational Progress (NAEP). Many school officials are disturbed by the number of tests administered and the information and instructional time lost; they are reluctant to accede to further voluntary testing programs which might duplicate current efforts. State-by-state comparisons of published test results may reduce the amount of authority held by local school districts for decision making and curriculum formulation. Response to minimum competency testing, and the linking of teachers' merit pay or dismissal to student achievement have been strongly challenged. Groups' attitudes toward teaching to the test (i.e., coaching), and toward various uses of tests are quite subjective, but some groups are ready to do battle if assessment data are used in a punitive fashion. Other attitudes toward federal data collection efforts include: support for national testing if it is useful, desire for testing to not be duplicative or costly, and general trust in NAEP's program of a national assessment with state comparisons. Test scores tend to be reported simply, without explanations of their meaning; they should, however, be interpreted by education specialists. It is suggested that national testing be well-designed, avoiding compromises which would limit its usefulness. Proponents of school-based decision making and alternatives to standarized testing will counterbalance the support for national testing. (GDC)

ED 279 699 TM 870 086

Spencer, Bruce D.

Efficient Methods for Sampling Out-of-School Seventeen-Year-Olds in the National Assessment of Educational Progress.

PUB DATE- 11 Sep 86
NOTE- 20p.; One of 46 papers commissioned by the Study Group on the National Assessment of Student Achievement and cited in Appendix B to their final report "The Nation's Report Card" (TM 870 049). For other papers in this group, see TM 870 050-094.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Adolescents; Cohort Analysis; *Dropouts; Educational Assessment; Educational Testing; *Error of Measurement; *High School Graduates; High Schools; Longitudinal Studies; National Surveys; Research Methodology; *Sample Size; *Sampling; *Testing Problems; Testing Programs; Test Interpretation
IDENTIFIERS- *National Assessment of Educational Progress

The National Assessment of Educational Progress (NAEP) currently tests seventeen-year-old students enrolled in public and private secondary schools, but it does not test "out-of-school" seventeen-year-olds who have either graduated or dropped out. Estimating that one of five seventeen-year-olds is out of school, the interpretability of NAEP findings is weakened by omitting those persons from assessment. This paper considers precision and sample size, as well as sampling strategies, for assessing out-of-school seventeen-year-olds. Four types of statistics (comparisons of average scores for states, average scores for population subgroups, comparisons across states of proportions of seventeen-year-olds performing at a given level, and proportions of subpopulations performing at a given level) are considered and illustrated with tables to indicate sample sizes necessary to attain alternative target levels of precision in the statistics. Two kinds of sampling strategies are described, one based on sampling households and other places of residence and the other on sampling at younger ages for recontact at age seventeeen. It is concluded that sampling out-of-school seventeen-year-olds will be best accomplished through cooperation with other ongoing survey efforts, such as the Current Population Survey of the Bureau of the Census and the National Educational Longitudinal Studies. (LMO)

ED 279 741 UD 025 354

Slotnik, William J.; And Others
Organizing for Better Schools: A Primer for Parents.
Community Training and Assistance Center, Boston, MA.
PUB DATE- 85
NOTE- 32p.; This manual results from the projects, "Linking Desegregation with the Educational Process: A National Training Model."
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Activism; Cooperative Planning; *Educational Improvement; Group Activities; Leaders Guides; *Organizational Objectives; *Parent Associations; *Parent Materials; *Parent Participation; *Participative Decision Making; Planning; Power Structure

This self-help manual contains advice for parents who want to improve the schools their children attend by influencing school planning, policy, and administrative practices. The first step in improving schools is deciding whether a new group is necessary. If it is, parents must connect with other parents and then hold a first meeting at which participants define goals and set a plan of action. Once the group has started, it should choose a format for meetings and decision-making that will encourage cooperation and understanding among members. Suggestions for making the group effective and for managing successful, focused meetings are provided next, after which the following steps for influencing public officials to make policy decisions which the group supports are discussed: (1) choosing an issue; (2) gathering information; (3) presenting the issue; (4) negotiating with officials; (5) using the media; and (6) follow-up and evaluation. (PS)

ED 279 755 UD 025 368

Jamaica High School Computer-Assisted Bilingual/Bicultural Multi-Skills Project, 1985-1986. OEA Evaluation Report.

New York City Board of Education, Brooklyn. Office of Educational Assessment.

PUB DATE- 86
NOTE- 31p.; Prepared by the OEA Bilingual Education Evaluation Unit. For the 1984-1985 report, see ED 270 545.
GRANT- G00-842-5052

AVAILABLE FROM- Office of Educational Assessment, New York City Board of Education, 110 Livingston St., Brooklyn, NY 11201.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Attendance; College Preparation; *Computer Assisted Instruction; *English (Second Language); Haitian Creole; *High Risk Students; High Schools; Individualized Instruction; *Native Language Instruction; Relevance (Education); Spanish Speaking
IDENTIFIERS- *New York (Queens)

Jamaica (New York) High School's Computer-Assisted Bilingual/Bicultural Multi-Skills Project offers Haitian Creole/French-speaking and Spanish-speaking students a wide range of academic and vocationally related subjects in computerized and non-computerized instructional packages. Special emphasis is on achieving a measurable improvement in students' English as a second language (ESL) skills and a minimum passing grade in Spanish or Haitian Creole/French for 75 percent of the program's native speakers. The goal of the program is to help these students participate satisfactorily in the school's mainstream program and then go on to college or trade school or directly into the job market. Career planning activities and tutoring were included in the project. This report describes the program, personnel, and students; discusses evaluation findings; and offers conclusions and recommendations. Analysis of student achievement data indicate the following: (1) the program objective in English language development was surpassed; (2) the native language passing rate objective was surpassed; (3) program students achieved the same passing rate in content-area subjects as did mainstream students; and (4) program students met the proposed objective in the area of attendance but not in the area of suspension. (PS)

ED 279 578 SO 017 941

Theatre: A Guide to Curriclum Development in the Arts.
Iowa State Dept. of Public Instruction, Des Moines.
PUB DATE- 86
NOTE- 138p.; For related documents, see SO 017 939-942.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Course Content; *Curriculum Development; *Curriculum Evaluation; *Educational Objectives; Elementary Secondary Education; Instructional Materials; Learning Activities; Resource Materials; State Curriculum Guides; Teaching Methods; *Theater Arts
IDENTIFIERS- Iowa

Realizing that there is virtually no acknowledgement of the theater arts as part of the educational program in the public schools of Iowa, this guide is intended to be a model for instruction in theater beginning in the earliest grades and continuing beyond the school years. It is organized so that it is the theater teacher/director who makes the critical choices concerning the construction of learning activities and the relevant student objectives to be emphasized. Organized into three parts, the first part of the guide discusses the rationale, philosophy, and goals for theater education. The second part discusses the goals: general and enabling objectives; skills; attitudes; and understandings which are organized at six different developmental levels: (1) kindergarten; (2) grades 1-3; (3) grades 4-6; (4) grades 7-8; (5) grades 9-14, general; and (6) grades 9-14, specialized--acting, technical theater, and theater production. Also presented are suggestions for building various types of learning experiences and eight sample learning activities. The final part of the guide deals with evaluation of the curriculum, students, and teachers. Among the appendices are a sample audience survey form, curriculum resources, and a glossary. A 10-page bibliography is also included. (KWL)

ED 279 611 SP 028 044

Puurula, Arja
Study Orientations as Indicators of Ideologies. A Study of Five Student Teacher Groups. Research Report 41.
Helsinki Univ., (Finland). Dept. of Teacher Education.
REPORT NO.- ISBN-951-45-3899-4
PUB DATE- 86
NOTE- 209p.
LANGUAGE- English
EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Foreign Countries; Higher Education; Personality Assessment; *Personality Traits; Preservice Teacher Education; *Psychological Patterns; *Student Characteristics; *Student Teachers; *Study Habits
IDENTIFIERS- *Finland

The official recommendations of teacher education in Finland stress the personality growth of student teachers towards an active, highly educated, socially oriented, and humanistic personality. This is a study of three kinds of prospective teachers: nursery school teachers, elementary teachers, and subject teachers. The student teachers of the University of Helsinki and the Institute of Nursery School Teachers (N=721) answered a questionnaire on study orientations, personality traits, career choice motives, and study experiences. A step-wise strategy of analysing the data was used, first describing the differences between the groups, then investigating the relationshps between the domains and the structure of study orientations, and, finally, explaining the study experiences within the domains. The students of nursery and elementary programs were characterized as balanced, extrovert and reform-oriented, and the prospective instructors in home-economics and textile handicafts as conventional and anxious. Subject student teachers were mainly achieving-oriented introverts with weak egos. A close relationship between study orientations and personality traits was found to exist. Pragmatism and achieving were connected with a sense of duty, and reforming and internality with extraversion and originality. Also, career choice motives had the same kind of tendency to correlate with study orientation and personality traits. (Author/JD)

ED 279 673 TM 870 060

Curtis, Mary E.
The National Assessment of Reading: Past and Future Directions.
PUB DATE- 86
NOTE- 41p.; One of 46 papers commissioned by the Study Group on the National Assessment of Student Achievement and cited in Appendix B to their final report "The Nation's Report Card" (TM 870 049). For other papers in this group, see TM 870 050-094.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Educational Assessment; Educational Trends; Elementary Secondary Education; Futures (of Society); *Measurement Objectives; *National Surveys; Reading Achievement; Reading Skills; *Reading Tests; *Testing Problems; *Testing Programs
IDENTIFIERS- *National Assessment of Educational Progress

The National Assessment of Educational Progress (NAEP) survey of reading achievement is assessed, its objectives are discussed, and recommendations for future testing are made. It appears that a great deal has been learned about the nation's levels of reading achievment from the four NAEP reading assessments conducted from 1970 to 1984. NAEP objectives were designed to provide content validity, and were intended to change over the years to reflect current educational practices. However, the current focus on phonics instruction was not reflected in the recent, increasingly global objectives. The debate surrounding the hierarchical nature of reading skills are discussed. Three recommendations are made regarding future testing: (1) more complete information is needed about the kinds of tasks that 9-, 13-, and 17-year-olds can and cannot do; (2) knowledge and skills underlying reading performance should be measured; and (3) conclusions about preferred reading instruction should not be made without further data collection. Appendices include score reporting categories in 1970-71, 1974-75, 1979-80, and 1983-84; seven sample test items; and lists of reading objectives for each year of testing. Current categories of reading objectives are: comprehension of what is read, extension of comprehension, managing the reading experience, and placing a value upon reading. (GDC)

ED 279 713 TM 870 158

Stiggins, Richard J.; And Others
Inside High School Grading Practices. The Northwest Regional Educational Laboratory Program Report.
Northwest Regional Educational Lab., Portland, Oreg.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 30 Nov 86
NOTE- 37p.; Appended "Reasons for Discrepancies" pages contain small print.
CONTRACT- 400-86-0006
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; *Classroom Techniques; *Evaluation Methods; Grades (Scholastic); *Grading; *High Schools; Research Methodology; *Secondary School Teachers; Standards; *Student Evaluation; Teacher Attitudes; Teacher Improvement

This investigation was undertaken to provide insights as to how to improve the quality and relevance of teacher training in grading practices. The study was designed, by looking at grading practices of 15 high school teachers via intensive case study methodology, to explore: (1) the nature and technical quality of assessment and grading practices; and (2) why professional training has had so little impact. The researchers prepared a comprehensive framework of 34 grading issues to serve as a basis for observing teachers' grading practices. Information was gathered from each of the teachers in relation to the questions about grading practices. Seven questions focused on basic assumptions or antecedents that feed actual grading practices; twenty dealt with grading practices themselves; and the remainder addressed issues of the effects of grading. Discrepancies between best practices and actual practices were noted in 26 of the issues. An analysis of possible causes for the discrepancies revealed that 21 of the 26 practices probably have multiple causes. Recommended practice may need to be reevaluated in light of the realities of the classroom, and training in sound grading practices for teachers and principals is needed. (Results are presented for each issue, and reasons for discrepancies between recommended and actual practice are listed in chart form.) (LMO)

ED 279 727 TM 870 176

Wise, Lauress L.; McLaughlin, Donald H.
Guidebook for Imputation of Missing Data. Technical Report No. 17.
American Institutes for Research in the Behavioral Sciences. Palo Alto, CA. Statistical Analysis Group in Education.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
PUB DATE- Aug 80
NOTE- 48p.; Some figures contain small print.
CONTRACT- 300-78-0150
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Algorithms; Computer Software; *Data Analysis; *Data Collection; *Data Processing; Estimation (Mathematics); Mathematical Models; Regression (Statistics); *Research Methodology; Research Problems; *Statistical Analysis
IDENTIFIERS- National Center for Education Statistics

This guidebook is designed for data analysts who are working with computer data files that contain records with incomplete data. It indicates choices the analyst must make and the criteria for making those choices in regard to the following questions: (1) What resources are available for performing the imputation? (2) How big is the data file? (3) What is the purpose for imputing missing data? (4) What structures exist in the recorded variables? (5) What is the pattern of missing data? (6) What assumptions are acceptable for this imputation? Answers to these questions constitute recommendations for imputation procedures. Several alternative recommendations and the conditions that determine the appropriateness of use are considered. The final section of the guidebook contains instructions for using PROC IMPUTE created by the Statistical Analysis Group in Education for the National Center for Education Statistics, and for interpreting its results. Appendices include: (1) Processing Time by Numbers of Variables and PROC IMPUTE; and (2) Sample Statistical Analysis System Program to Reweight for Total Nonresponse. (JAZ)

ED 279 769 UD 025 382

1986 Summer Prep Program E.S.L. Component. OEA Evaluation Report.
New York City Board of Education, Brooklyn. Office of Educational Assessment.
PUB DATE- 86
NOTE- 41p.; For 1985 report, see ED 270 548.
GRANT- 56-64270
AVAILABLE FROM- Office of Educational Assessment, New York City Board of Education, 110 Livingston Street, Brooklyn, NY 11201.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Bilingual Education Programs; *English (Second Language); High Schools; *High School Students; Limited English Speaking; Mainstreaming; Parent Participation; Student Attitudes; *Thematic Approach; *Transitional Programs; *Urban Education; Writing Skills
IDENTIFIERS- *New York (New York)

The summer 1986 High School Preparation for Raising Educational Performance (PREP) program (in its third year of operation at 25 New York City high schools) included for the second year an English as a second language (ESL) component. Designed to help students who had recently immigrated develop the English language listening, speaking, reading, and writing skills needed for success in the mainstream, it also introduces them to high school requirements and expectations. An innovative aspect of the program was the teaching of ESL and basic skills within the context of specific themes that were also integrated with school-wide activities. This evaluation covers the following: (1) program description; (2) student and staff characteristics; (3) program implementation; (4) results of the student attitude questionnaire; and (5) conclusions and recommendations. The appendix provides a copy of the student questionnaire. According to the evaluation, the ESL component was well-organized, students appeared to enjoy the program and learn a great deal, and staff members appeared to be committed and dynamic. Overall the summer PREP program's policy of integrating ESL students with mainstream students during trips, at lunch and, at times, in content-area classes, seemed to work well. (PS)

ED 279 594 SO 018 023

Urban, Cynthia M.
Inequities in Computer Education Due to Gender, Race, and Socioeconomic Status.
PUB DATE- 31 Mar 86
NOTE- 59p.; Exit Project, Indiana University.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Dissertations/Theses - Undetermined (040) Reference Materials - Bibliographies (131)
DESCRIPTORS- Computer Science Education; Computer Uses in Education; *Economically Disadvantaged; Educational Discrimination; Elementary Secondary Education; *Equal Education; *Females; Low Achievement; *Minority Groups; Racial Differences; Sex Bias; *Sex Differences; *Socioeconomic Status
IDENTIFIERS- *Computer Equity

Recent reports have revealed that inequalities exist between males and females, racial minorities and whites, and rich and poor in accessibility to and use of computers. This study reviews the research in the field of computer-based education to determine the extent of and reasons for these inequities. The annotated research articles are arranged into five sections and within the sections, arranged chronologically. Section One consists of surveys and studies dealing with the availability of computers as related to school characteristics. Section Two focuses on differences in access to and use of computers as related to user characteristics.

Section Three focuses on knowledge of computers as related to user characteristics. Section Four consists of surveys of attitudes toward computers as related to user characteristics. Section Five contains studies of computers used as related to teacher characteristics. A discussion and set of conclusions follow. It is recommended that (1) states develop equitable means of distributing educational resources; (2) low-income, minority, and female students be encouraged to use computers for computer science and programming; (3) low-income and minority students' knowledge and attitudes toward computers be researched; (4) subject areas other than mathematics use computers; (5) traditional computer classes be modified and offered as non-mathematics electives; (6) counselors, teachers and parents encourage females to take computer courses; and (7) computer environments emphasize cooperative work at computers for females. (APG)

Stahlhut, Richard; And Others
Mentor-Protege Relationships during Student Teaching.

PUB DATE- Feb 87
NOTE- 22p.; Paper presented at the Annual Meeting of the Association of Teacher Educators (67th, Houston, TX, February 15-18, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Beginning Teachers; *Cooperating Teachers; Higher Education; *Interpersonal Relationship; *Mentors; Preservice Teacher Education; Role Models; *Student Teachers; *Teacher Behavior; Teacher Effectiveness
IDENTIFIERS- *Reciprocal Mentor Protege Relationships

The training of beginning teachers and the mentor protege relationship that exists between those beginners and experienced faculty is currently of much interest to teacher training institutions and K-12 schools alike. This interest is the result of some of the initial research findings that suggest proteges learn effective teaching procedures quickly and efficiently when a mentor is part of their first teaching experience. Currently there exists a modest research data base to support these observations. This study sought to extend the current knowledge base as it relates to Reciprocal Mentor Protege Relationships (RMPR) during student teaching and how these relationships are perceived by cooperating teachers and student teachers. A questionnaire and weekly journal entries were used to judge the developmental process, benefits and growth cycle. Student teachers were given training at seminars on ways to elicit mentor role behaviors from their cooperating teachers. The results of this training were compared to results of a previous study where relationships developed naturally. Implications for teacher education are cited. (Author/AA)

ED 279 564 SO 017 763

Graves, Norman J., Ed.
Geographical Education: Curriculum Problems in Certain European Countries with Special Reference to the 16-19 Age Group. Papers Presented at a European Conference on the 16-19 Geography Curriculum (London, England, March 30-April 1, 1978).
International Geographical Union.

PUB DATE- 78
NOTE- 214p.; Document contains light type.
LANGUAGE- English
EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Reports - Research/Technical (143)
DESCRIPTORS- Comparative Education; Cross Cultural Studies; Curriculum Guides; *Curriculum Problems; *Educational Trends; Elementary Secondary Education; Foreign Countries; *Geography; *Geography Instruction; Higher Education; *Instructional Materials; Social Sciences; Social Studies
IDENTIFIERS- European Geography

Fifteen papers about the secondary geography curriculum are presented. Two papers from the Netherlands present a conceptual model for planning curriculum units and the relationship between the cognitive development of children and adolescents and the conceptual structure of geography. The Danish paper discusses geography's role in developing general abilities and skills. Two papers from the German Federal Republic describe the background to the German Geography Curriculum Project and the impact of the project in a teaching unit. Six papers from France deal with student perception of the syllabus, reforms proposed and implemented reforms, the case for stronger emphasis of physical geography, and the disenchantment with geographical studies. Papers from Austria, Switzerland, and the USSR include changes that have occurred in their geography curricula. The paper from England reviews the Geography Curriculum Project for the 16-19 age group in that country. (KWL)

Discoll, Amy; And Others
The Influence of Research on Effective Instruction on Student Teachers' Thoughts and Behaviors.
PUB DATE- Apr 86
NOTE- 29p.; Paper presented at the Annual Meeting of the American Educational Research Association (67th, San Francisco, CA, April 16-20, 1986).
LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Cooperating Teachers; *Educational Research; Higher Education; Instructional Effectiveness; Preservice Teacher Education; *Research Utilization; Seminars; *Student Teachers; Student Teacher Supervisors; *Teacher Effectiveness

This study investigated the impact of effective instruction research findings on the way student teachers think and talk about their teaching and the kinds of instructional strategies they demonstrate. The focus was on the influence of the cooperating teacher, the university supervisor, and weekly seminars. Twelve student teachers were divided into three groups. Group A students were placed with cooperating teachers who had studied research on effective instruction, attended weekly seminars on effective instruction research, and were guided by professors with an orientation toward effectiveness concepts. Group B students received similar treatment with somewhat different emphasis in seminars and supervisor orientation. Group C students acted as a control with neither cooperating teachers or seminars influenced by effective instruction research. Data was collected on information to verify treatment differences; student teacher instructional behaviors; and interviews on student teacher instructional thinking. Each are described in terms of collection and analysis procedures. Patterns found within the categories of demonstrated teaching behaviors were examined with respect to patterns in the way student teachers talked about their teaching. There was evidence in all three groups of the inclusion of effectiveness concepts in their vocabularies. It is suggested that effectiveness concepts are being disseminated through the schools in ways other than formal coursework and that effective teachers have been demonstrating the related behaviors without ever hearing about the research. (JD)

ED 279 643 SP 028 640

AIDS: Are Children at Risk? ERIC Digest 16.
ERIC Clearinghouse on Teacher Education, Washington, D.C.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 86
NOTE- 4p.
CONTRACT- 400-83-0022
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Communicable Diseases; Disease Incidence; Elementary Secondary Education; Information Dissemination; Prevention; *School Policy; *School Role; Sex Education
IDENTIFIERS- ERIC Digests

Lack of knowledge and misinformation about Acquired Immune Deficiency Syndrome (AIDS), a fatal disease with no cure or vaccine, has caused widespread public concern. Education is an effective way to reduce fears and prevent the spread of the disease. Public school personnel must have accurate information about AIDS in order to make suitable responses and decisions. This digest offers a question-answer sequence that defines AIDS and discusses the cause, prevalence, and transmission of the disease as well as preventive measures, implications for the classroom teacher, and policies regarding children with AIDS and public school attendance. (JD)

ED 279 756 UD 025 369

John Jay High School Project TRIUNFE, 1985-1986. OEA Evaluation Report.
New York City Board of Education, Brooklyn. Office of Educational Assessment.
PUB DATE- 86
NOTE- 32p.; Prepared by the OEA Education Evaluation Unit. For 1983-1985 reports, see ED 262 142 and ED 271 541.
GRANT- G00-830-2799
AVAILABLE FROM- Office of Educational Assessment, New York City Board of Education, 110 Livingston St., Brooklyn, NY 11201.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Achievement; *Bilingual Education Programs; Career Awareness; Computer Literacy; *English (Second Language); High Risk Students; High Schools; Minority Groups; *Native Language Instruction; *Transitional Programs; Urban Education
IDENTIFIERS- *New York (Brooklyn); Project TRIUNFE

In 1985-86, its third and final year of operation, John Jay High School's (Brooklyn, New York) Project TRIUNFE served 314 students of Hispanic, Asian, Haitian and Indian backgrounds. Its goals were to improve students' competence in speaking, reading, and writing English; to enhance students' native language ability and ethnic pride; and to teach computer literacy. Other goals were to raise students' occupational aspirations and level of achievement in vocational classes and to help them obtain part-time jobs in the neighborhood. Alternative education was also offered for the marginal/juvenile delinquent student. The project was a transitional program which aimed to mainstream students in less than two years. Analysis of student achievement data indicates the following: (1) students met the proposed objectives for English language progress; (2) students surpassed the objectives in mathematics, science, and social studies both semesters; (3) Spanish-speaking students made significant gains; (4) students surpassed the native language arts objective; and (5) attendance rate of program students was significantly higher than that of mainstream students. It is recommended that bilingual materials be shared with other programs around the city. (PS)

ED 279 579 SO 017 942

Visual Arts: A Guide to Curriculum Development in the Arts.
Iowa State Dept. of Public Instruction, Des Moines.
PUB DATE- 86
NOTE- 78p.; For related documents, see SO 017 939-941.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Art Activities; *Art Education; *Curriculum Development; Elementary Secondary Education; Evaluation Methods; Lesson Plans; Resource Materials; State Curriculum Guides; *Visual Arts
IDENTIFIERS- Iowa

This visual arts curriculum guide was developed as a subset of a model curriculum for the arts as mandated by the Iowa legislature. It is designed to be used in conjunction with the Visual Arts in Iowa Schools (VAIS). The guide is divided into six sections: Sections one and two contain the preface, acknowledgements, and a list of members of the arts curriculum coordinating committee. Section three, "Rationale/Philosophy/Goals," presents rationale specifics, a multicultural nonsexist approach to art education, and discusses VAIS as a guide for exceptional student classes. Also included are suggestions for visiting artist programs and curriculum aims and goals which act as guidelines for visual arts education. Section four, "Scope and Sequence Strategies," is patterned on the aims, goals and objectives of VAIS. The curriculum aims describe the activities of the art teacher. Student goals and objectives are arranged according to three levels of increasing complexity. Level one provides objectives for students with little art experience. Level two provides objectives for students with intermediate art skills and level three objectives are designed for students with a variety of art experiences. Nine teaching strategy lessons for elementary and secondary grades are also included in this section. Section five, "Evaluation," looks at the evaluation portion of VAIS. Student evaluation, teacher self-evaluation, unit and individual activity evaluation, and program evaluation procedures are outlined. Section six, "Appendices," consists of bibliographies which include Art Education and Curriculum Resources, Art History/Art Criticism Books, Specific Skills Idea Books, Multicultural/Nonsexist Resources, and Resources for Women in Art. (APG)

ED 279 612 SP 028 084

Parkay, Forrest W.; Hoover, Nora

Client-Based Staff Development: Building Programs That Work.

PUB DATE- 19 Nov 84
NOTE- 14p.; Paper presented at the Annual Meeting of the National Council of States on Inservice Education (9th, Orlando, FL, November, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Educational Environment; Elementary Secondary Education; *Participative Decision Making; *Professional Development; *Program Development; Research Utilization; *Staff Development; Teacher Behavior; *Teacher Participation

A description is given of a client-based approach to staff development that emphasizes ongoing professional growth and learning for teachers. The underlying assumptions of the program are that teachers possess important clinical expertise, and that professional learning is an adaptive, heuristic process that is long-term and nonlinear. The program is tied to school-site program building efforts since professional learning is critically influenced by organizational factors in the school site and district. The model for this approach to staff development provides for: (1) an extensive, thorough diagnosis of present instructional problems in the school setting; (2) a careful selection from among alternative methods and materials; (3) extensive teacher involvement, from early planning and diagnostic stages to final implementation; (4) open, direct channels for communication between all participants; and (5) a flexible time-line for implementation. A description is given of how the client-based model of staff development was implemented recently in the design and delivery of a reading inservice program for elementary teachers in a medium-sized Florida city. This professional development model gives priority to improving teachers' decision making skills and enhancing their professional autonomy. It also enables teachers, administrators, parents, and university consultants to become active partners in the school improvement process. (JD)

ED 279 674 TM 870 061

Davis, Josephine D.
Proposals for Improving the NAEP Mathematics Assessment of Black Youth.
PUB DATE- 27 Aug 86
NOTE- 17p.; One of 46 papers commissioned by the Study Group on the National Assessment of Student Achievement and cited in Appendix B to their final report "The Nation's Report Card" (TM 870 049). For other papers in this group, see TM 870 050-094.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Black Students; Course Selection (Students); *Educational Assessment; Educational Experience; Educational Opportunities; Educational Testing; *Equal Education; *Mathematics Achievement; Mathematics Tests; National Surveys; *Program Design; *Racial Differences; Research Needs; Secondary Education; Socioeconomic Influences; Test Bias; Testing Problems; Testing Programs
IDENTIFIERS- *National Assessment of Educational Progress

To assist in the development of policies to eliminate the subtle inequities which inhibit the mathematics achievement of many Black youths, it is suggested that the redesign of the National Assessment of Educational Progress (NAEP) mathematics assessment study Black students' opportunity to learn mathematics. Recommendations for the redesign of the NAEP mathematics assessment and its reporting formats are based on a cross-sectional study of mathematics achievement data on 14,289 Black, White, and Hispanic 17-year-old students from the third NAEP assessment. Achievement on the algebra or pre-algebra subtests was evaluated against mathematics course enrollment. Other variables studied included grade level, school racial composition, curriculum type, achievement level, race or ethnicity, and affective responses. Results indicated significant racial and ethnic differences in enrollment by curriculum (general versus academic) and in achievement. Schools' racial composition also appeared to affect achievement. Preliminary test item analysis suggests the need to use additional criteria in determining item bias for Blacks. Because it is a valuable database for research, it is strongly recommended that NAEP broaden its scope to include measures of the opportunity to learn mathematics as a standard variable and to report school achievement impacted by school culture, classroom processes, and significant others. It is further recommended that NAEP restructure cognitive items on which Black students perform poorly to explore the causes for these response patterns. Changes in NAEP's affective and background measures are also proposed. (GDC)

ED 279 687 TM 870 074

Marshall, Sandra P.
Understanding Arithmetic Story Problems.
PUB DATE- 86
NOTE- 19p.; One of 46 papers commissioned by the Study Group on the National Assessment of Student Achievement and cited in Appendix B to their final report "The Nation's Report Card" (TM 870 049). For other papers in this group, see TM 870 050-094.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Arithmetic; *Cognitive Measurement; Educational Assessment; Educational Testing; Elementary Education; *Mathematics Tests; National Surveys; *Problem Solving; Scoring; *Test Format; Test Items; *Word Problems (Mathematics)
IDENTIFIERS- *Free Response Test Items; National Assessment of Educational Progress

Open-ended individually administered questions can ascertain whether students can reason about arithmetic problems. Free response test items are useful in assessing students' thought processes as they solve mathematics story problems. Since story problems do not state explicitly which arithmetic operations are required for solution, students must decide to use a particular operation. Higher order cognitive skills are used in solving such problems. Different strategies may be used to solve a problem, reflecting different understandings of the problem. Appropriate schema--a memory structure describing common elements in seemingly different situations--are necessary to solve problems. To assess use of appropriate schema knowledge, it is necessary to know which information is considered by the student to be important in solving the problem. Test items can ask students to state what is important directly; to act out the problem using objects or drawings; to group problems according to similarity; to retell the problem; or to construct similar items. The emphasis in the paper is on story problems typical of first through eighth grade arithmetic. Six story problems, especially appropriate for grades 3 and 6, are included to illustrate the measurement of understanding of strategies and problem solving knowledge. (GDC)

ED 279 700 TM 870 087

Sticht, Thomas G.

Issues in Indexing Functional Literacy.
PUB DATE- 27 Feb 87
NOTE- 20p.; One of 46 papers commissioned by the Study Group on the National Assessment of Student Achievement and cited in Appendix B to their final report "The Nation's Report Card" (TM 870 049). For other papers in this group, see TM 870 050-094.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Academic Achievement; Academic Aptitude; Adult Literacy; *Basic Skills; *Educational Assessment; *Educational Diagnosis; Elementary Secondary Education; *Functional Literacy; *Knowledge Level; Measurement Objectives; Measurement Techniques; Predictive Validity; Test Bias; *Testing Problems
IDENTIFIERS- *National Assessment of Educational Progress

This paper explores some of the issues involved in developing an index of functional literacy that can serve diagnostic purposes. In 1985, Secretary of Education William J. Bennett outlined principles for the National Assessment of Educational Progress (NAEP), including a principle calling for NAEP to "develop an index of functional literacy that is consistent over time and applicable to the adult population as well as to children of school age." Two major issues must be dealt with in indexing functional literacy: (1) the nature of literacy; and (2) societal demands for literacy. The issue of literacy as knowledge, skill, and information processing with the written language and other graphic tools of thought and communication underlies many of the problems in the assessment of literacy and functional literacy. Presently, neither NAEP nor any other assessment conceptualizes these different aspects of cognition and uses them for designing tests to reveal contributions of these different facets of ability to the performance of literacy tasks. The determination of the demands of society produces the major controversies surrounding the assessment of literacy. It is difficult to develop an index of functional literacy that can be used diagnostically with precision. (LMO)

ED 279 714 TM 870 159

Aanstoos, Christopher M.
The Question of Research Methodologies.
PUB DATE- 23 Aug 86
NOTE- 17p.; Paper presented at the Annual Meeting of the American Psychological Association (Washington, DC, August 22-26, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Experimental Psychology; *Graduate Study; Higher Education; Naturalistic Observation; *Psychology; Qualitative Research; *Research Methodology; *Research Problems; Scientific Methodology; Social Science Research

This paper argues that a human science approach should be included in the American Psychological Association's (APA) pending reconsideration of accreditation specifications. Psychology's curriculum will remain incomplete and sterile until it assimilates this approach. Some of the key procedures of human science research methodology are outlined, and their relevance and value are demonstrated in relation to APA curriculum. Human science methodology is designed to foster understanding of the intrinsic coherence or meaningfulness of psychological life as it is lived in ordinary experience, as contrasted with the natural science aim to formulate explanations--specifications of extrinsic cause-effect relations between variables. It is possible to conduct psychological research in such a way as to elucidate the meanings given in our immediate experience, yet psychology continues to be notoriously delinquent in this regard. Traditional psychology's preoccupation with abstractions as its content is structurally correlated to its methodology. Whereas the practice of science may, in its ideal form, aim to be value free, this prior choice of abstractions or concretions as the field within which to conduct one's inquiry is an intrinsically value laden choice. (LMO)

ED 279 728 TM 870 177

Russ-Eft, Darlene F.
Methodological Considerations for the Development of Error Profiles of Two NCES Surveys. Technical Report No. 18.
American Institutes for Research in the Behavioral Sciences. Palo Alto, CA. Statistical Analysis Group in Education.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
PUB DATE- May 81
NOTE- 49p.; Appended surveys are marginally legible.
CONTRACT- 300-80-0822
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- College Graduates; *Error of Measurement; Evaluation Criteria; Evaluation Methods; *Graduate Surveys; Higher Education; National Surveys; *Profiles; Questionnaires; Research Design; Research Methodology; *Research Problems; Sampling; *School Surveys; Statistical Bias; Statistical Surveys
IDENTIFIERS- *Higher Education General Information Survey; National Center for Education Statistics; *Recent College Graduates Survey 1978 (NCES)

A framework is described for preparing process profiles of two different surveys conducted by the National Center for Education Statistics (NCES): the Recent College Graduates Survey and the Higher Education General Information Survey (HEGIS) Fall Enrollment Survey. The process profile examines the adequacy of the entire survey process, using generally available data. For each component of the survey--sample design, instrumentation, data collection, data processing, estimation procedure, and analysis--the process is described. Then, the potential sources of errors and their extent are examined. The following list includes processes which may be examined: development of the frame; sample design; substitution design and procedures; handling of nonresponse; survey format and construction; data collection; validation or evaluation design; determination of response error, error correlation, and bias; editing and processing errors; and data interpretation. Specific plans for applying the process profile to these two surveys are outlined, and the questionnaires are appended. (GDC)

Johnson, William A., Jr.
The Urban League of Rochester Education Initiative.

Urban League of Rochester, Inc., N.Y.
PUB DATE- Oct 86
NOTE- 117p.; Paper presented at the Annual Conference of the National Black Child Development Institute (16th, Miami, FL October 8-10, 1987).
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Black Students; Community Involvement; Dropouts; *Educational Improvement; *Elementary Secondary Education; Equal Education; *Participative Decision Making; *Problem Solving; School Effectiveness; Student Reaction; Teacher Student Relationship
IDENTIFIERS- *Excellence in Education; New York (Rochester); Urban League

In 1985 the Urban League of Rochester organized an Education Initiative and held a series of Speak Out Forums and conferences for students, parents, educators, and the community to arrive at an answer to the question: What can be done to improve the academic performance of Rochester's students? This document contains the following papers pertinent to those forums, conferences, and related meetings; (1) a description and timetable of activities from January 1985 to July 1986; (2) lists of involved organizations; (3) summaries of problems brought up by students at Speak Out, and suggested solutions; (4) public relations releases and letters about the initiative; (5) meeting and conference agendas; (6) report of the Community Task Force on Education, summarizing results of the 1985 Education Initiative meetings and stating problems and recommendations for change; (7) report of the Chamber of Commerce/Industrial Management Council's Business/Education Task Force pinpointing problems and making recommendations; (8) statistics on enrollment, attendance, dropouts, etc. in Rochester schools; and (9) a list of school action committee improvement objectives, projects to achieve those objectives and the results of those projects. (PS)

ED 279 770 UD 025 383

Nathan, Richard P.
The Underclass--Will It Always Be With Us?
PUB DATE- 14 Nov 86
NOTE- 48p.; Paper prepared for a symposium at the New School for Social Research (New York, NY, November 14, 1986).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Economically Disadvantaged; *Economic Opportunities; *Government Role; *Low Income Groups; Minority Groups; *Poverty; Social Class; Social Theories; *Socioeconomic Status; *Urban Problems; Welfare Services

The term "underclass," which refers to the concentration of economic and behavioral problems among racial minorities (mainly Black and Hispanic) in large, older cities, accurately describes a real and new condition in the United States social structure. In a sense, the rise of the underclass is an effect of the success of American social policy: the civil rights revolution caused a bifurcation of the racial minority groups. As upwardly mobile and educated members of racial minority groups have moved out of the ghetto, the people left behind have become more isolated and their problems have increased. Underclass conditions are economic, behavioral and attitudinal, and geographically focused. The concentration of poor Blacks and Hispanics in urban poverty areas is well documented, and little descriptive research is still required. For makers of urban and social policy, therefore, the time has come to shift focus from diagnosis to prescription, and to address the needs and problems of the underclass. The philosophy of the Great Society has given way to a newly emerging social philosophy, adopted by conservatives and liberals, which synthesizes three approaches to welfare reform: guaranteed income, job provision, and block grants. One new trend, workfare, has shown promising effectiveness in reducing welfare dependency, and its emphasis on jobs appeals to the new reform mentality. Appended are tables presenting detailed data on the characteristics of poor people in 14 of the 100 largest cities in the United States. (KH)

ED 279 595 SO 018 024

Jenkins, Earl N.
Lessons in Political and Legal Terminology.
PUB DATE- 86
NOTE- 147p.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Higher Education; *Law Related Education; Learning Activities; *Learning Modules; Learning Processes; *Memorization; *Politics; *Sequential Learning; Test Items; *Vocabulary Development

These lessons are designed to familiarize students with political and legal terminology through memorization and testing. Students are required to take notes on the terms and definitions given in class on 3 by 5 cards to file alphabetically at home. They are also instructed to keep a notebook of the terms to bring to class and memorize. After one week, students are tested on the terms through tests which coordinate with the lessons. There are twenty lessons, each covering ten terms. Definitions of the terms, tests, final exams, and answer keys are provided for each lesson. The lessons are designed to build upon each other and the tests are cumulative. Teaching suggestions designed to increase student use and knowledge of the terms are provided. (APG)

ED 279 644 SP 028 641

Barrett, Joan
Drug Abuse: Prevention Strategies for Schools. ERIC Digest 17.
ERIC Clearinghouse on Teacher Education, Washington, D.C.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 86
NOTE- 4p.
CONTRACT- 400-83-0022
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Administrator Role; *Drug Abuse; Drug Education; Elementary Secondary Education; Information Dissemination; Peer Influence; *Prevention; Program Effectiveness; *School Role; Teacher Role
IDENTIFIERS- ERIC Digests

Efforts to fight drug abuse must occur in the schools, as well as in homes and the community, since schools provide one major influence in transmitting values, standards, and information to children. This digest discusses the extent of drug abuse among youth, why drug abuse occurs, the effects of drug abuse, what schools can do to combat the problem, some promising prevention programs, what teachers and principals can do, and future needs. (JD)

ED 279 660 SP 028 685

Stahlhut, Richard
A Variable Supervisory Strategy That Includes Action Research.

PUB DATE- 87
NOTE- 12p.; Paper presented at the Regional Association of Teacher Educators Illinois/Indiana Mini Clinic (Terre Haute, IN, Spring, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Action Research; *Contingency Management; *Field Experience Programs; Higher Education; Leadership Styles; Learning Strategies; Motivation Techniques; Preservice Teacher Education; *Student Teachers; *Supervisory Methods

The educational "Reports" of the 1980's are demanding change in the schools and change in the way we prepare teachers. Perhaps a marriage between some industrial practices and some education strategies is now appropriate since both are in the informational age. For the first time in history, industry has many personnel who do not physically touch their products. These people need supervision. Contingency management practices are being tried. There is a possibility that education could borrow from this theory and incoroporate some of its components in our supervisory practices. This paper reviews some of these possibilities and applies them to supervision of student teachers. Teachers must be part of the change. They need to alter and discover what is going on in their own classrooms. Classroom research or action research could be a possible course to follow. This paper discusses one action research model and several suitable projects that student teachers have tried during their clinical experiences out in the field. (Author)

ED 279 565 SO 017 781

Neuhaus, Richard John
Speaking to the World: Four Protestant Perspectives. Ethics and Public Policy Essay 50.
Ethics and Public Policy Center, Washington, DC.
REPORT NO.- ISBN-0-89633-078-8
PUB DATE- Nov 83
NOTE- 40p.; An edited version of a session of the Annual Conference of the Ethics and Public Policy Center (3rd, Washington, DC, April 1983).
AVAILABLE FROM- University Press of America, 4720 Boston Way, Lanham, MD 20706 ($5.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Reports - Descriptive (Program/Project Descriptions) (141)
Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Beliefs; *Church Role; *Political Issues; Politics; *Protestants; Religious Cultural Groups; Religious Organizations; *Social Problems

This volume contains an address by Richard John Neuhaus entitled "Let the Church Be the Church" in which it is asserted that the crisis in Christian social ethics today is a crisis of faith which calls for spiritual, theological, and ethical renewal. The address is a retrospective look at the Vietnam-era debate between Neuhaus and Paul Ramsey, professor emeritus of religion at Princeton University. Included are responses to the address from Paul Ramsey; a Methodist Bishop (Earl G. Hunt, Jr.); and an African Methodist Episcopal Bishop (Philip R. Cousin); and the final word from Neuhaus, the main speaker. (KWL)

ED 279 628 SP 028 612

Driscoll, Amy; Strouse, Joan

Portland State University's Cooperative Professional Education Program Model.

PUB DATE- Feb 86
NOTE- 20p.; Paper presented at the First Pacific Northwest Conference of the National Social Science Association (Seattle, WA, February 13-15, 1986).

LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Beginning Teachers; *College School Cooperation; Higher Education; Internship Programs; *Preservice Teacher Education; *Program Development; Program Evaluation; Teacher Placement
IDENTIFIERS- *Cooperative Professional Education Program

Educational reform recommendations have often focused upon clinical experiences for preservice teachers and the induction phase of teaching. Portland State University (Oregon), in collaboration with Beaverton and Portland School Districts, has developed a Cooperative Professional Education Program (CPEP) which addresses these recommendations in an internship of combined coursework and clinical experiences with extension to beginning teaching placements. Rather than viewing the preservice phase of teacher education as the primary responsilibity of the college, and beginning teacher induction as the responsibility of the public schools with minimum involvement of institutions of higher education, the CPEP combines the two phases into a continuum of teacher education. Some of the benefits include: bringing additional training and retraining experiences to the public schools; more instructional personnel in contact with students; and direct involvement of public school personnel in the professional responsibility of improved and extended clinical preparation of potential teachers. This paper presents an overview of the CPEP, discusses its salient features, and offers an evaluation of the program's strengths and potentialities. (JD)

ED 279 743　　　　　　　　　　　　UD 025 356

Needs-Based Programs: Eligibility and Benefit Factors. GAO Fact Sheet for Congressional Requesters.
General Accounting Office, Washington, D.C. Div. of Human Resources.
REPORT NO.- GAO/HRD-86-107FS
PUB DATE- 9 Jul 86
NOTE- 55p.

AVAILABLE FROM- U.S. General Accounting Office, P.O. Box 6015, Gaithersburg, MD 20877 (First five free, $2 each additional).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Economically Disadvantaged; Education; *Eligibility; Federal Aid; *Federal Programs; Health; Housing; *Needs Assessment; Public Agencies; Resource Allocation; *Welfare Services

This report provides eligibility and benefit determination information for 54 of the larger needs-based Federal benefit programs. Needs-based programs are defined as those which provide cash and in-kind benefits to low income, needy, and/or distressed individuals who do not financially contribute to the programs. The report is divided into three main sections which contain, respectively: (1) a list of 95 needs-based programs active in fiscal year 1983; (2) tables showing the eligibility and benefit factors for 54 of the larger programs; and (3) descriptions of these 54 programs. Each of the 54 program descriptions provides a general overview of a program and its purpose, eligibility requirements, and benefits. Other pertinent information is also cited, including the responsible Federal agency, the legal authority for the program, the governing Federal regulations, program administration, and the percentage of Federal funding. For comparative purposes, the 54 programs are grouped into six classifications: cash assistance; education; food; housing; medical; and service. (KH)

ED 279 757 UD 025 370

Mei, Dolores M.; And Others
Mastery Learning Program, 1984-1985. Final Report. OEA Evaluation Report.
New York City Board of Education, Brooklyn. Office of Educational Assessment.
PUB DATE- 85
NOTE- 39p.
AVAILABLE FROM- Office of Educational Assessment, New York City Board of Education, 110 Livingston St., Brooklyn, NY 11021.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Achievement; Attendance; *Classroom Techniques; English Instruction; High Risk Students; High Schools; *Individualized Education Programs; *Mastery Learning; Science Instruction; Social Studies; Student Attitudes
IDENTIFIERS- *New York (Bronx)
The Mastery Learning (ML) program in New York City high schools allows teachers to divide course curriculum for English, science and social studies into small learning units which pupils master at their own speed. After a number of units have been completed, summative tests are given. Program goals include better attendance, achievement, and attitudes than are found among students in comparable non-ML classes. This assessment of the 1984-85 ML programs at five Bronx schools includes the following: (1) an introductory discussion of the program's philosophy, background, goals, and objectives, plus information on evaluation methodology and the scope of this report; (2) an in-depth description of program structure, implementation, and activities; (3) outcome data; and (4) conclusions and recommendations. The evaluation found that a number of the program's goals were met and there was a trend towards better performance by students in ML classes. But there was no significant difference between the number of students passing the summative test in ML classes and those passing the same examination in non-ML classes. Technical support goals were only partially met. There was also considerable variety in the way ML techniques were used in the classroom. (PS)

ED 279 580 SO 017 945

Mehlinger, Howard D., Ed.
Teaching about the Constitution in American Secondary Schools.
American Historical Association, Washington, D.C.; American Political Science Association, Washington, D.C.; Project '87, Washington, DC.
SPONS. AGENCY- Andrew W. Mellon Foundation, New York, N.Y.
REPORT NO.- ISBN-0-915654-48-2
PUB DATE- 81
NOTE- 160p.; Papers presented at Project '87 Conference (Bloomington, IN, October 28-31, 1980).
AVAILABLE FROM- Project '87 of the American Historical Association and the American Political Science Association, 1527 New Hampshire Avenue, NW, Washington, DC 20036.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Proceedings (021) Reports - Evaluative/Feasibility (142) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Constitutional History; Secondary Education; *Secondary School Curriculum; Textbook Bias; *Textbook Content; Textbook Research; Textbooks; *United States Government (Course); *United States History
IDENTIFIERS- *United States Constitution

The components presented in this document are general and specific recommendations for improving instruction about the Constitution, including revised versions of the seven conference papers. The papers are: "Society's Expectations for School Instruction about the Constitution: An Historical Overview" (R. Freeman Butts); "What Youth Know and Believe about the Constitution" (Karen S. Dawson); "What Adults Know and Believe about the Constitution" (Peter F. Nardulli); "Mandates on the Constitution" (Charles J. White); "Treatment of the Constitution in American History Textbooks" (John J. Patrick); "Treatment of the Constitution in Civics and Government Textbooks" (Richard C. Remy); and "Treatment of the Constitution in School-Based Non-Traditional Programs" (Mary Jane Turner). The document includes a list of conference recommendations. (BZ)

ED 279 596 SO 018 031

McKitric, Eloise J.
The Education or Miseducation of Minority Children.
PUB DATE- 83
NOTE- 11p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Academic Achievement; *Black Education; *Black Family; *Black Students; *Desegregation Effects; Educational Assessment; *Educationally Disadvantaged; Elementary Secondary Education
IDENTIFIERS- Actions for Excellence; Nation at Risk (A)

A survey was conducted in 1985 by the College Board to determine the educational status of blacks in the United States. The conclusion was that even though legal barriers to educational opportunities have been removed, education to a large extent remains separate and unequal in the United States. Desegregation resulted in a system that, for the most part, allowed interaction among students from the various racial groups. The low success rate of black children has left the black community asking the question, "Why?" Carter G. Woodson as early as 1933 made the argument that black people were being "miseducated"--they were confusing their own interests with those of the dominant society. In this paper an educational system is proposed that would be functional for both the black and nonblack child, a system that is multiculturally sensitive, one that recognizes the positive contribution of African-American family, and further, a system that maximizes the contribution of parents in the educational process. (BZ)

ED 279 613 SP 028 104

Cicchelli, Terry; And Others
Turning Teachers on to Microcomputers: Results of a Two-Year Staff Development Project.
PUB DATE- Nov 84
NOTE- 15p.; Paper presented at the Annual Meeting of the National Council of States on Inservice Education (Orlando, FL, November, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Anxiety; *Computer Literacy; *Faculty Development; High Schools; *Learning Strategies; *Microcomputers; Secondary School Teachers; *Teacher Attitudes
IDENTIFIERS- *Stages of Concern Questionnaire

This paper reports the findings of a two-year computer literacy inservice project for high school teachers in various departments. A description is given of strategies used in designing and developing an inservice education program within a particular social system that had its own norms and expectations about learning technology. Theorizing that fear of change and failure are frequently factors in computer education, the program developers were guided in planning by considerations of the teachers' environment as well as the personal dimensions being experienced by individual teachers, including cognitive, behavioral, and affective dimensions. The Stages of Concern Questionnaire was used to collect data on teacher concerns over the two-year period. This instrument was used to assess teacher needs before and after the inservice project. An adapted version of the Levels of Use focused interview helped to identify what users and non-users were doing with microcomputers. Complementing these instruments, numerous conferences with school administrators assured a supportive environment for the learners. This included released time, use of consultants, available equipment and software, and intensive "hands-on" intervention. A description is given of how the learning project was organized, and the progress of the learners is depicted graphically. Conclusions and recommendations are offered. (JD)

ED 279 645 SP 028 647

Junior-Senior High School Handbook 1986-87. Regulations and Guidelines Pertaining to the Operation of Alberta Junior and Senior High Schools.

Alberta Dept. of Education, Edmonton.

PUB DATE- 87
NOTE- 70p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Standards; Accreditation (Institutions); *Educational Policy; Foreign Countries; *High Schools; *Junior High Schools; *Program Guides; Secondary Education; *State Standards
IDENTIFIERS- *Alberta

This handbook is intended to serve the following purposes: (1) to provide information on the organization and operation of secondary schools in Alberta; (2) to communicate guidelines that have proved useful in organizing and operating secondary schools; and (3) to inform administrators of regulations and requirements specified by the Alberta Department of Education. Section one on accreditation procedures covers: (1) accreditation of secondary schools; (2) registration of students; and (3) student achievement in senior high school subjects. Section two on junior high school provides information on: (1) categories of courses; (2) structure of the program; (3) general comments regarding elective components of core and complementary courses; and (4) promotions and examinations. In section three on senior high school the following topics are covered: (1) types, programs, organization; (2) student programming; (3) additional information regarding various subjects; (4) special projects credits; (5) work experience education; (6) high school diploma and articulation requirements; (7) special provisions for mature students; (8) high school equivalency diploma; and (9) recently published curriculum documents. (JD)

ED 279 661 SP 028 686

Teachers in Elementary and Secondary Education. Historical Report.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Mar 87
NOTE- 45p.; Tables contain small print.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Numerical/Quantitative Data (110)
DESCRIPTORS- Elementary Secondary Education; Incentives; Labor Market; *Merit Pay; National Surveys; *Teacher Certification; *Teacher Employment; *Teacher Shortage; *Teacher Supply and Demand

Information presented in this report is based on responses from school and district administrators to a survey of existing teacher demand and shortages in elementary and secondary schools during the 1983-84 school year. The survey instrument consisted of three parts, each of which collected a different type of data: (1) "head counts" for the number of positions offered and teachers hired (new versus continuing, certified versus noncertified) for the 1983-84 school year; (2) indications of the use of merit pay and incentive programs by schools and districts employing teachers; and (3) "full-time equivalent" figures on teacher employment, certification, and shortages, by specific teaching assignment (instructional level and subject). Data are presented on tables in two different formats. Estimates relating to part one (head counts) and data from part two (indicators) are shown by type of employing agency and geographical region, while data from part three (full-time equivalent figures by teaching assignment) are shown as national estimates by level and subject. (JD)

TM

ED 279 688 TM 870 075

Miller, George A.
Explanatory Skills.
PUB DATE- 86

NOTE- 33p.; One of 46 papers commissioned by the Study Group on the National Assessment of Student Achievement and cited in Appendix B to their final report "The Nation's Report Card" (TM 870 049). For other papers in this group, see TM 870 050-094.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Cognitive Processes; Difficulty Level; *Educational Assessment; Educational Testing; Elementary Secondary Education; *Inquiry; Learning Theories; Mathematical Logic; *Mathematics Tests; National Surveys; *Problem Solving; *Science Tests; *Scientific Literacy; Test Format; Testing Problems; Testing Programs
IDENTIFIERS- *National Assessment of Educational Progress; Thinking Skills

In assessing the quality of science teaching for an effort such as the National Assessment of Educational Progress (NAEP), it is important to understand what is meant by scientific thinking--the search for explanations. Instruction should involve higher-order cognitive skill development, but it is difficult to measure reasoning and understanding with traditional multiple choice tests. Additionally, time spent on improving students' multiple-choice test performance reduces the time available for strengthening more complex skills. Increased use of tests in other formats would encourage the teaching of these skills. Cognitive theorists have recognized that thinking and learning rely heavily on the construction of explanations. In the many examples of learning activities presented in this paper, cognitive learning is shown to be driven by the search for explanations. Current developments in cognitive research justify that effort be dedicated to the assessment of explanatory skills. Testing alternatives include multiple choice tests designed with less emphasis on factual memory, essays, free response tests, interviews, thinking aloud protocols, and performance tests. Empirical studies of explanation are recent. They include literature on the development of explanatory skills and on the social role of explanations. Tests of divergent productions are the result of psychometric studies of explanation. The development and use of tests that sample students' ability to offer scientific explanations could add an important dimension to NAEP. (GDC)

Tyler, Ralph W.
The Governance of the National Assessment of Educational Progress.
PUB DATE- 86
NOTE- 20p.; One of 46 papers commissioned by the Study Group on the National Assessment of Student Achievement and cited in Appendix B to their final report "The Nation's Report Card" (TM 870 049). For other papers in this group, see TM 870 050-094.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Advisory Committees; *Committees; *Educational Assessment; *Educational Legislation; Educational Policy; Educational Testing; Elementary Secondary Education; *Federal Programs; Governing Boards; National Programs; *National Surveys; *Testing Programs; Test Interpretation
IDENTIFIERS- *National Assessment of Educational Progress

This document discusses the Assessment Policy Committee established to design and supervise the conduct of the National Assessment of Educational Progress (NAEP) and describes the legislation supporting the Committee. It proposes that the governance of NAEP be the responsibility of a board composed largely of educational policy makers, and those influencing policy, with a minority of persons representing educational practitioners, teachers, and school administrators. It recommends that five panels of experts be established to advise the board on: (1) the selection of educational objectives to be assessed; (2) test construction; (3) sampling procedures; (4) reporting and interpreting test performance; and (5) potentials and limitations of educational surveys. When NAEP was transferred from the Education Commission of the States to Educational Testing Service, specialized in-house advisors replaced committees on test construction and analysis. In-house advice is cheaper and more efficient, but has limitations. First, no contractor has the range of experience required. Furthermore, the contractor is influenced by the assumed competence of the internal staff and has little incentive to question the staff's concepts or procedures. A national assessment, like the United States Census or the National Public Health Surveys, requires that its basic concepts and procedures be critically reviewed by experts and laymen from a variety of backgrounds. The appendix includes relevant sections of Public Law 95-561 and Public Law 98-511. (LMO)

ED 279 715 TM 870 160

Achilles, C. M.; Lintz, M. N.

Random Notes on Randomness: A Survey Concern.

PUB DATE- Nov 86
NOTE- 28p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Memphis, TN, November 19-21, 1986).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Attitude Measures; *Community Attitudes; Elementary Secondary Education; Public Opinion; *Questionnaires; *Research Methodology; *Research Problems; *Sampling; School Attitudes; School Districts; *School Surveys; Validity
IDENTIFIERS- Knoxville City Schools TN; Oak Ridge Schools TN; Tennessee

Researchers conducted surveys of public attitudes in two Tennessee school systems in 1984-85 and 1985-86. Although interested in the survey results, one purpose of the researchers was to determine some inexpensive and relatively simple survey procedures. The researchers sought--through several pilot studies--to identify an efficient, parsimonious and effective sampling procedure. The final random-sample plan used the fact that most city polling places are in public schools. A history of the number of people registered and voting at each polling place was obtained from the election commission. The percentage needed at each polling place to establish a sample of confidence (.95) was calculated. Trained volunteers distributed surveys at polling places and encouraged respondents to complete the survey. Return rate was high (over 90 percent). People (other than the random group) who insisted on completing the survey were allowed to do so. By keeping the completed instruments separate, there were two sets of surveys: the random and non-random samples. Results from comparisons of: (1) random with non-random samples; and (2) random sample results with the pilot studies in both communities are extremely similar. In fact, a convenience sample (n=82) in one system provided essentially the same results as the nearly 5,000 responses to the full-scale, mail-out survey. The survey instruments and summary results are appended. (Author/LMO)

ED 279 729 TM 870 178

Johnston, Denis F.
Guide to the Interpretation of Indicator Data. Draft. Technical Report No. 21.
American Institutes for Research in the Behavioral Sciences. Palo Alto, CA. Statistical Analysis Group in Education.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
REPORT NO.- AIR-87500-9-81-TR
PUB DATE- Sep 81
NOTE- 39p.
CONTRACT- 300-80-0823
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Charts; *Data Interpretation; Educational Research; *Error of Measurement; Higher Education; *Measurement Techniques; Secondary Education; *Statistical Analysis; *Statistical Data; Tables (Data); *Visual Aids
IDENTIFIERS- *Educational Indicators

This guide is designed to assist those readers of "The Condition of Education" and similar reports who may lack experience or confidence in reading and understanding statistical information. It serves four purposes (1) identifies and describes the principal features of statistical tables and charts; (2) presents a few illustrations of how indicators and other statistical measures are constructed; (3) alerts the reader to both the strengths and weaknesses of statistical data by describing and illustrating the nature and effects of sampling and non-sampling variability; and (4) offers a few precepts and suggestions with respect to the interpretation of statistical data. Numerous examples and illustrations are given in each section to clarify what is said and familiarize the reader with the techniques to use in extracting information from both tabular and graphic data presentations. (JAZ)

ED 279 771 UD 025 384

Bilingual Pupil Services, 1984-1985. OEA Evaluation Report.

New York City Board of Education, Brooklyn. Office of Educational Assessment.

PUB DATE- 85
NOTE- 38p.; For reports for 1982-83 and 1983-84, see ED 245 039 and ED 263 257.
GRANT- 30-00-00-01-00/21-82-5005
AVAILABLE FROM- Office of Educational Assessment, New York City Board of Education, 110 Livingston Street, Brooklyn, NY 11201.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Attendance; *Bilingual Education Programs; *Chinese Americans; Elementary Education; *English (Second Language); *Hispanic Americans; Inservice Teacher Education; Limited English Speaking; Mathematics Instruction; Reading Instruction; *Urban Education
IDENTIFIERS- *New York (New York)

The Bilingual Pupil Services (BPS) Program has been operating for 11 years in 24 New York City schools. During the 1984-85 school year BPS provided bilingual instruction to 1,616 Hispanic students and (for the second year) to Chinese students of limited English proficiency (LEP) in grades one through six. BPS has two functions: providing services to LEP students through instruction in English as a second language (ESL), bilingual reading, and mathematics; and providing inservice training for paraprofessionals working with these students. This report evaluates the project at four sites serving Chinese LEP students. It provides the following information: (1) a description of the project for 1984-85; (2) a follow-up of the project's progress regarding 1983-84 recommendations; (3) an analysis of student achievement data for the Hispanic and Chinese components; and (4) recommendations. In all areas of the curriculum and at most grade levels, students demonstrated statistically significant gains in tests of reading in English, Spanish, and Chinese and in mathematics. Students exhibited excellent attendance rates running from a low of 86 percent to a high of 94 percent. (PS)

ED 279 566 SO 017 783

Siegel, Seymour N.
Who Speaks for American Judaism? Competing Approaches to Public Issues. Ethics and Public Policy Essay 48.
Ethics and Public Policy Center, Washington, DC.
REPORT NO.- ISBN-0-89633-077-X
PUB DATE- 83
NOTE- 46p.; An edited version of a session presented at the Annual Conference of the Ethics and Public Policy Center (3rd, Washington, DC April 1983).
AVAILABLE FROM- University Press of America, 4720 Boston Way, Lanham, MD 20706 ($5.00)
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Anti Semitism; *Jews; *Judaism; Minority Groups; Organizations (Groups); *Political Issues; Religious Cultural Groups; *Social Problems

Rabbi Seymour N. Siegel presents four theses in the main address entitled "American Jews and Political Life": (1) Jewish voters as a group are more liberal than the general voting public. (2) Jewish organizations generally represent the views of their constituencies. (3) The liberal orientation in the Jewish community is true neither to Jewish interests nor to Jewish teachings, for both are conservative on social and political issues. (4) There are signs of a turn toward conservatism within the Jewish community. Responses to the theses are offered by Marshall J. Breger, a New York Law School professor and visiting fellow at the Heritage Foundation; Rabbi Joshua O. Haberman, Washington Hebrew Congregation (Reform); and David Saperstein, co-director and counsel of the Religious Action Center (Union of American Hebrew Congregations and Central Conference of American Rabbis), with a final word from the main speaker. Included are a foreword, an "Exchange with the Audience," and notes. (KWL)

ED 279 675 TM 870 062

Ferrara, Steven F.; Thornton, Stephen J.

Using NAEP for State-by-State Comparisons: The Beginnings of a "National Achievement Test" and "National Curriculum": Guidelines and Likely Responses to Aid Instruction and Achievement.

PUB DATE- 12 Sep 86
NOTE- 13p.; One of 46 papers commissioned by the Study Group on the National Assessment of Student Achievement and cited in Appendix B to their final report "The Nation's Report Card" (TM 870 049). For other papers in this group, see TM 870 050-094.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Comparative Testing; Curriculum; *Educational Assessment; Educational Objectives; Elementary Secondary Education; Federal State Relationship; Government Role; *Measurement Objectives; *National Competency Tests; National Surveys; *State Surveys; Testing Problems; Testing Programs; Test Results; *Test Use
IDENTIFIERS- *National Assessment of Educational Progress

Two major issues related to the National Assessment of Educational Progress (NAEP) are explored: (1) the roles and responsibilities of federal and state education agencies in reformulating NAEP to facilitate comparisons among states; and (2) problems and solutions in aligning or accounting for differences between national assessment objectives and state and local curricula. It is predicted that NAEP will come to be viewed as a national achievement test and that NAEP objectives will be perceived as a national curriculum. These changes will be the result of using NAEP to make state-by-state comparisons. The importance of curriculum coherence is discussed, in regard to effective instruction and in regard to state comparisons. Four recommendations are made: (1) NAEP should be reorganized to facilitate state comparisons, preserve and enhance curriculum coherence, and encourage improvement in instruction and learning; (2) NAEP objectives should be revised and integrated into state and local curricula in ways which preserve and enhance curriculum coherence; (3) state and local education agencies should reach a consensus on which NAEP objectives should be used for state comparisons; and (4) reports of NAEP results should describe NAEP objectives and the links between results and objectives. (Author/GDC)

ED 279 581 SO 017 947

Meier, Ken J.; And Others
Toward a Better Understanding of Within-School Minority Student Resegregation: A Research Agenda.

PUB DATE- Aug 86
NOTE- 48p.; Paper presented at the Annual Meeting of the American Political Science Association (Washington, DC, August 28-31, 1986).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Elementary Secondary Education; *Integration Studies; Literature Reviews; Minority Group Children; *Racial Integration; *Research Design; Research Methodology; *School Resegregation; *School Segregation

Despite years of litigation the desegregation of United States public schools remains unfinished. Even after court-ordered desegregation, a school district may remain segregated through various practices such as ability grouping and selective discipline of minority children. These second generation discrimination or resegregation practices have an adverse affect on the minority student's chances in life. In spite of the impact of this discrimination, research on this topic is sparse; most of the former studies focus on one or two practices, are anecdotal or in the form of case studies, or summarize previous findings. This paper provides a research design that allows for the comprehensive analysis of within-school minority student resegregation. It is organized into three sections. First, the study is grounded in the resegregation literature and reviews the desegregation/ integration nexus and resegregation manifestations such as ability grouping, tracking, and suspension. The second part of the paper discusses the limitations of previous research and explains how the research design adresses limitations and allows for a better understanding of school resegregation practices and policies. Finally, the implications of the proposed research agenda are discussed. The study builds upon previous research in five ways, by: (1) comprehensiveness; (2) combining the advantages of aggregate and case study research designs; (3) its approach, philosophically neutral and systematic; (4) the development of a theoretically specified model; and (5) presenting a guide designed to combat resegregation. The three-stage research design will allow for a comprehensive, systematic analysis of resegregation practices and policies. First, types of resegregation practices are isolated and monitored over time and by race of students. Second, a model of factors affecting resegregation is posited and tested. The last stage involves on-site school district visits. Implications of the proposed research agenda are discussed. (APG)

ED 279 629 SP 028 613

Long, Sandra W.; And Others
An Investigation of the Prevalence, Symptoms, and Sources of Anxiety, Stress, and Burnout among Classroom Teachers, and Implications for Interventions.

PUB DATE- Nov 86
NOTE- 48p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Memphis, TN, November 19-21, 1986).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Information Analysis/State-of-the-Art Materials (070)

DESCRIPTORS- *Anxiety; Educational Research; Elementary Secondary Education; *Stress Management; *Stress Variables; Teacher Behavior; *Teacher Burnout; *Teacher Morale

This review of the literature on anxiety, stress, and their relationship to the concept of burnout among classroom teachers considers six major areas: (1) definitions of anxiety, stress, and burnout; (2) the major findings of research which demonstrate the prevalence of anxiety, stress, and burnout in classroom teachers; (3) the major findings of research which designate the symptoms of existing anxiety, stress, and burnout in classroom teachers; (4) the major findings of research which delineate the sources of anxiety, stress, and burnout in classroom teachers; (5) suggestions for stress management interventions which apply to school settings; and (6) a summary. Citations are taken from current books, educational journals, bulletins, dissertation abstracts international, magazines, and ERIC documents. A comprehensive list of references is included. (JD)

ED 279 662 TM 870 049

Alexander, Lamar; James, H. Thomas; Glaser, Robert
The Nation's Report Card: Improving the Assessment of Student Achievement. Report of the Study Group. With a Review of the Report by a Committee of the National Academy of Education.
National Academy of Education, Cambridge, MA.
PUB DATE- 87
NOTE- 82p.; For 46 papers commissioned by the Study Group on the National Assessment of Student Achievement and cited in Appendix B to this final report, see TM 870 050-094.
AVAILABLE FROM- National Academy of Education, Harvard Graduate School of Education, 108 Longfellow Hall, Cambridge, MA 02138 ($9.00).
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Achievement Tests; Comparative Testing; *Data Collection; *Educational Assessment; Elementary Secondary Education; Evaluation Needs; Government Role; *Measurement Objectives; *National Surveys; Program Costs; *Sampling; State Surveys; Testing Problems; *Testing Programs
IDENTIFIERS- National Academy of Education; *National Assessment of Educational Progress

Recommendations of the Study Group on the National Assessment of Educational Progress (NAEP) are summarized in this report. The report is then reviewed by the National Academy of Education. The recommendations are to: (1) maintain NAEP's continuity; (2) assess the core curriculum; (3) focus on transitional grades (4, 8, and 12) and sample out-of-school 17-year-olds, adults and private school students; (4) create an independent Educational Assessment Council, with members to be appointed by the Secretary of Education; (5) provide for add-on and school district assessments; (6) assess and provide for add-on assessment of private school students; and (7) increase federal funding to 20 to 30 million dollars per year (approximately five times the present amount). The Study Group strongly recommends that achievement data be collected on each state and the District of Columbia and that state and local assessments be linked with NAEP. Curriculum areas to be tested include higher order thinking skills; reading, writing and literacy; mathematics, science, and technology; history, geography, and civics; and special topics which are assessed occasionally. Recommendations for measurement include computer assisted testing and scaling. The National Academy of Education supports the conclusions of the Study Group, with some reservations about state-by-state comparisons. Appendices include names of subgroup participants, the list of commissioned papers, a copy of Public Law 98-511 Section 405(e), a chronology of NAEP, and a description of the Elementary/Secondary Information Data System. (GDC)

ED 279 689 TM 870 076

Newmann, Fred M.
The Assessment of Discourse in Social Studies.
PUB DATE- 15 Aug 86
NOTE- 22p.; One of 46 papers commissioned by the Study Group on the National Assessment of Student Achievement and cited in Appendix B to their final report "The Nation's Report Card" (TM 870 049). For other papers in this group, see TM 870 050-094.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Discourse Analysis; *Educational Assessment; Educational Testing; Elementary Secondary Education; *Essay Tests; Measurement Objectives; National Surveys; *Social Studies; *Speech Communication; Test Format; Testing Problems; Verbal Tests; *Writing Evaluation
IDENTIFIERS- *National Assessment of Educational Progress; Thinking Skills

Social studies assessment for the National Assessment of Educational Progress (NAEP) should focus on students' oral and written discourse on social topics. Discourse is language produced by the student with the intention of providing a narrative, argument, explanation, or analysis. The assessment of discourse is important because: emphasis on discourse will facilitate social studies learning, this type of assessment indicates higher level thinking, and the development discourse itself is the ultimate objective in social studies education. Knowledge need not be tested first, separate from the discourse intended to clarify a problem or topic. The production of language is an integral part of learning and does not occur only after bits of knowledge are acquired. Instead, the acquisition, storage, retrieval, application, and synthesis of knowledge are all complex and interactive processes. Topics which would be suitable for testing students' ability to conduct intelligent discourse, both written and oral, include: the Constitution and Bill of Rights, slavery, and citizenship responsibilities. A reasonable response would be a 300-word essay or an oral response which could be audiotaped and transcribed. Logistical testing problems and students' lack of classroom speaking experience both present difficulties for oral assessment. Holistic and primary trait scoring predominate as forms of direct assessment of students' writing skills; both types of scoring produce reliable scores at acceptable levels of cost. The challenge in discourse analysis lies in the area of comparisons across age groups and nations. Seven sample test items are appended. (GDC)

ED 279 702 TM 870 089

Venezky, Richard L.
Literacy and the NAEP Reading Assessments. A Background and Position Paper Prepared for the NAEP Reading Review Subcommittee.

PUB DATE- Aug 86
NOTE- 22p.; One of 46 papers commissioned by the Study Group on the National Assessment of Student Achievement and cited in Appendix B to their final report "The Nation's Report Card" (TM 870 049). For other papers in this group, see TM 870 050-094.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Adult Literacy; Cognitive Processes; *Educational Assessment; Elementary Secondary Education; Functional Literacy; *Literacy; Measurement Objectives; National Surveys; *Reading Skills; Reading Tests; *Scaling; *Scoring; *Testing; Testing Programs; Test Results
IDENTIFIERS- *National Assessment of Educational Progress

This paper reviews literacy and literacy assessment in America, in relation to the various National Assessment of Educational Progress (NAEP) reading assessments. Literacy can be defined and assessed only in relation to literacy demands. A current concept of literacy distinguishes between reading comprehension as an outcome of lexical access and comprehension processes, and literacy as the application of particular skills in a social context. Closely related to the changing definitions of literacy are the techniques employed for assessing literacy. The most refined literacy assessment to date is the NAEP Young Adult Literacy Survey. Analysis of the responses from this study show multiple dimensions to literacy. NAEP reading objectives have shifted from a behavioral to a process-oriented view. Scale scores (which may reduce the educational value of a test, but offer psychometric convenience) have replaced estimated percentage correct for items or item types. Several recommendations are made: (1) the NAEP Reading Assessment should focus on surveying the skills and attitudes of real-world literacy in youth and young adults; (2) NAEP's Reading Assessment should cover high school dropouts and young adults, as well as in-school students; (3) public reporting of NAEP assessment scores should emphasize item types, using weighted percentage correct; and (4) NAEP should report results objectively, without pressure to promote political agenda. (LMO)

Brandt, David A.
Comparison of Computer Programs Which Compute Sampling Errors for Complex Samples. Technical Report 26.

American Institutes for Research in the Behavioral Sciences. Palo Alto, CA. Statistical Analysis Group in Education.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
REPORT NO.- AIR-87600-6/82-TR
PUB DATE- Jun 82
NOTE- 74p.; Final page of Appendix 2 has faint blurred type and may not reproduce well.
CONTRACT- 300-78-0150
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Analysis of Variance; Cluster Analysis; *Computer Software Reviews; Correlation; Costs; *Error of Measurement; *Evaluation Criteria; Measurement Techniques; Regression (Statistics); *Sampling; *Statistical Analysis; Statistical Bias
IDENTIFIERS- Michigan Terminal System; *OSIRIS IV (Computer Program); *SUPER CARP (Computer Program)

This report describes and evaluates the major computer software packages capable of computing standard errors for statistics estimated from complex samples. It first describes the problem and the proposed solutions. The two major programs presently available, SUPER CARP and OSIRIS, are described in general terms. The kinds of statistics available from each program and the methods of solution each employs are discussed. The program documentation and ease of deck setup are compared, and the cost of acquiring and running the programs is presented. Appendix 1 contains technical papers on the programs and Appendix 2 describes the major features and options of one program more fully. (Author/JAZ)

A Parent's Handbook on California Education.
California State Dept. of Education, Sacramento. Bilingual Education Office.
PUB DATE- 86
NOTE- 24p.; For handbooks for language minority parents, see UD 025 358-362 and ED 270 531-533.
AVAILABLE FROM- Publications Sales, California State Department of Education, P.O. Box 271, Sacramento, CA, 95802-0271 ($3.25 plus sales tax for California residents).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Ancillary School Services; *Bilingual Education Programs; Educational Facilities; Elementary Secondary Education; Limited English Speaking; Parent School Relationship; *Program Descriptions; Public Schools; *School Organization; State Curriculum Guides; Tests
IDENTIFIERS- California Assessment Program; *California State Department of Education

This handbook is part of the technical assistance effort of the California State Department of Education to clarify the operations of the California schools for parents so they might better support the education of their children. It provides information on the following: (1) the educational system, enrollment procedures and transportation, especially for elementary and secondary students; (2) basic school programs and curriculum; (3) grades, promotions and testing, with an explanation of the types of tests used in California, such as the California Assessment Program tests and the high school proficiency tests; (4) bilingual education and other services to language minority students who are of limited English proficiency; (5) additional educational programs and services, such as vocational education, continuation education, advanced placement, adult education, child development programs, and summer school; (6) parental involvement with schools, teachers and administrators; and (7) the structure of the public school system. (PS)

ED 279 758 UD 025 371

Project GET SET, 1985-1986. OEA Evaluation Report.
New York City Board of Education, Brooklyn. Office of Educational Assessment.
PUB DATE- 86
NOTE- 24p.; Prepared by the OEA Bilingual Evaluation Unit. For 1983-1985 reports, see ED 260 152 and ED 272 606.
GRANT- G00-830-2142
AVAILABLE FROM- Office of Educational Assessment, New York City Board of Education, 110 Livingston St., Brooklyn, NY 11021.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Achievement; *Bilingual Education Programs; Career Awareness; Cross Age Teaching; *English (Second Language);

Enrichment Activities; *High Risk Students; *Hispanic Americans; Junior High Schools; *Native Language Instruction; Parent Participation; Spanish Speaking
IDENTIFIERS- *New York (Bronx); Project GET SET

This report evaluates the achievement of Project GET SET, a Bronx, New York, program designed to provide supportive and peer-tutorial services to Hispanic junior high school students for the following purposes: (1) to reinforce English language skills, especially reading and writing; (2) to reinforce native language arts skills; (3) to offer personal counseling services; and (4) to offer career guidance. Pupils from a local high school were used as tutors. Their services were to be offered to students as extra enrichment classes. The report describes the program, its participants, and staff. It discusses evaluation findings, draws conclusions and makes recommendations. Project GET SET began in 1983 with many funding, staffing, and site problems. The program survived, however, and results of student performance on tests for English proficiency in Spring 1986 showed that seventh graders made gains, but they were not statistically significant. The gains made by eighth- and ninth-grade students were large and statistically significant. Achievement in Spanish proficiency and career awareness could not be evaluated because tests were not given. It was recommended that the project director devote more time to visits on site and that career and guidance information be included in the program curriculum whenever possible. (PS)

ED 279 772 UD 025 385

Dropout Programs for Pregnant and Parenting Teens. ERIC/CUE Bibliography No. 8.

ERIC Clearinghouse on Urban Education, New York, N.Y.

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.

PUB DATE- Aug 86

NOTE- 4p.

CONTRACT- 400-86-0015

AVAILABLE FROM- ERIC Clearinghouse on Urban Education, Box 40, Teachers College, Columbia University, New York, NY 10027 (free).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reference Materials - Bibliographies (131) Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071)

DESCRIPTORS- Adolescents; Dropout Prevention; *Dropout Programs; *Early Parenthood; Educational Opportunities; High Schools; Potential Dropouts; *Pregnant Students; Special Programs; Student Needs

This bibliography provides brief annotations of 12 journal articles, project reports, and books on programs for dropout pregnant and parenting adolescents. Most of the documents cited describe particular programs in American cities. (KH)

ED 279 597 SO 018 035

Sigmon, Scott B.
Sex Roles: Their Relationship to Cultural and Biological Determinants. Draft .

PUB DATE- Oct 86
NOTE- 13p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Androgyny; Biological Influences; Cultural Influences; Higher Education; *Sex Differences; *Sex Role; Sex Stereotypes; Social Behavior; *Social Influences; *Sociobiology

This paper examines relevant research in comparative sociology, social anthropology with primitive societies, the behavior of primates, the hormonal control of social behavior, and contemporary social psychology. The reciprocal influence of social and biological factors on human societies is discussed. Moreover, the effect of attitudes on social roles is considered crucial. Because modern societies that value egalitarianism appear to be moving toward greater equalization of sex roles, this phenomenon--although far from being achieved--could be studied in future research as a "convergence hypothesis." Sex roles are not universal, need not be permanent, and are affected by both biology and social custom in varying degrees among different groups. (Author/APG)

ED 279 614 SP 028 145

Bacharach, Samuel B.; And Others
The Learning Workplace: The Conditions and Resources of Teaching.
OAP, Inc., Ithaca, NY.
PUB DATE- Apr 86
NOTE- 116p.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Educational Change; *Educational Resources; Elementary Secondary Education; Leadership Styles; Teacher Administrator Relationship; *Teacher Attitudes; Teacher Effectiveness; *Teacher Morale; Teacher Role; *Teaching Conditions

A study of the conditions and resources of teachers sought to assess, through a national survey of 1,789 elementary and secondary school teachers, the degree to which four factors--job resources, decision making, communication with building-level administrators, and correlates of teacher satisfaction and career commitment--affect the teachers' professional performance. Findings indicated that: (1) Teachers do not feel that they receive the resources they need to carry out their jobs effectively; (2) Teachers do not have the opportunity to bring their professional expertise to bear in decision-making; (3) Communication between teachers and building-level administrators is less frequent than desired; and (4) Teachers feel that building-level administrators do not exhibit the characteristics of supportive leaders. This detailed report presents information on the survey methodology, the survey instrument, tabular display of data, and implications for the future of the schools. (CB)

ED 279 646 SP 028 648

Successful ERIC Searching for HPRD Professionals and Students. ERIC Digest 18.
ERIC Clearinghouse on Teacher Education, Washington, D.C.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 87
NOTE- 4p.
CONTRACT- 400-83-0022
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Dance; *Educational Resources; *Health Education; *Information Retrieval; Information Sources; *Physical Education; *Recreation; Reference Materials
IDENTIFIERS- *ERIC; ERIC Digests

The Educational Resources Information Center (ERIC) offers Health, Physical Education, Recreation and Dance (HPRD) faculty and students access to the largest collection of educational literature available today. This digest discusses how to assess ERIC, the importance of the Thesaurus of ERIC Descriptors, and how to use Thesaurus descriptors, and lists HPRD descriptors from the Thesaurus under the following headings: (1) athletics; (2) dance; (3) health; (4) physical education; (5) recreation; and (6) sports/activities. (JD)

ED 279 716 TM 870 161

Ishikuma, Toshinori; And Others
Sequential-Simultaneous Analysis of Japanese Children's Performance on the Japanese McCarthy.
PUB DATE- Nov 86
NOTE- 17p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Memphis, TN, November 19-21, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Brain Hemisphere Functions; *Cognitive Processes; *Cross Cultural Studies; Early Childhood Education; Foreign Countries; *Intelligence Quotient; *Intelligence Tests; Predictor Variables; Rating Scales; Regression (Statistics); Scores; *Standardized Tests
IDENTIFIERS- *Japan; Kaufman Assessment Battery for Children; *McCarthy Scales of Childrens Abilities; Sequential Processing; Simultaneous Processing

This study explored the hypothesis that Japanese children perform significantly better on simultaneous processing than on sequential processing. The Kaufman Assessment Battery for Children (K-ABC) served as the criterion of the two types of mental processing. Regression equations to predict Sequential and Simultaneous processing from McCarthy performance were derived from three validity studies of the K-ABC in which 123 American children were tested on both the McCarthy Scales and the K-ABC, and were applied to Lynn's analysis of Japanese McCarthy standardization data. Results of these analyses supported the hypothesis of a Japanese high Simultaneous-low Sequential profile, relative to American children, across virtually the entire 2.5 to 8.5 year age range. Cultural differences and brain functioning (left-right hemispheres) of Japanese versus American children are discussed. (Author)

ED 279 567 SO 017 846

Kirkpatrick, Jeane J.
We and They: Understanding Ourselves and Our Adversary. Ethics and Public Policy Essay 51.
Ethics and Public Policy Center, Washington, DC.
REPORT NO.- ISBN:0-89633-080-X
PUB DATE- Dec 83
NOTE- 18p.; Address presented at the Salute to Lech Walesa Award Dinner (New York, NY, October 1983).
AVAILABLE FROM- University Press of America, 4720 Boston Way, Lanham, MD 20706 ($5.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Communism; *Developing Nations; Foreign Countries; *Foreign Policy; Higher Education; International Relations; *Marxism; Political Power; Power Structure; *Revolution; Secondary Education; Totalitarianism; *World Affairs
IDENTIFIERS- *United States; *USSR

To act effectively in the world, it is first necessary to know who we are and who the Soviet Union is and what they are likely to do. The United States is the inheritor and the embodiment of a long struggle against arbitrary power. This country is the heir of the liberal, democratic tradition, whose roots are freedom. Facing the nature of the Soviet government on the other hand is an extremely unpleasant task. The Soviet Union has established the only empire existing in today's world, an empire that extends to all continents, an empire that from the very beginning has grown by the artful manipulation of symbols and the uninhibited and skillful use of violence. The political and social events that occur in every country that experience a Communist government are matters of hard fact. If the results are clear, so are the tactics. The empire grows as the Soviet Union brings resources and personnel drawn from all over the Soviet bloc to bear on small, helpless countries. The United States meanwhile is more inventive in finding reasons why it should not help peoples resist incorporation into the Soviet empire than in finding ways to help them resist. Still, the hunger for freedom, self-expression, and self-determination is indeed an enduring reality of peoples throughout the world. (BZ)

ED 279 676 TM 870 063

Fraenkel, Jack R.
The Assessment of Social Studies Knowledge. Draft .
PUB DATE- Aug 86
NOTE- 30p.; One of 46 papers commissioned by the Study Group on the National Assessment of Student Achievement and cited in Appendix B to their final report "The Nation's Report Card" (TM 870 049). For other papers in this group, see TM 870 050-094.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Achievement Tests; *Concept Formation; *Educational Assessment; Elementary Secondary Education; *Evaluation Methods; *Knowledge Level; Measurement Objectives; Multiple Choice Tests; National Surveys; *Social Studies; *Student Evaluation; Testing Problems; Testing Programs
IDENTIFIERS- *National Assessment of Educational Progress

The curriculum content of elementary and secondary school social studies is discussed as it relates to the assessment of social studies learning. In addition, recommendations are made for future efforts in the National Assessment of Educational Progress (NAEP). The social studies curriculum involves both factual learning and concept learning. Topics in grades K-5 generally focus on the: child, family, and school; neighborhood; local community; state and region; and nation. Grades 6-8 usually emphasize world cultures, while high school courses are dominated by history and government. Although the learning of facts is important in social studies, assessment should also indicate whether or not students can use the collection of facts in a meaningful way. Concept learning allows students to organize and relate information, and it facilitates understanding. Concepts vary in their degrees of complexity, abstraction, and differentiation. Concepts may be learned through an informal curriculum or serendipitously, since a great deal of social studies teaching concentrates on facts. Multiple choice tests are not useful in testing students' understanding of concepts. Instead, the pretesting and posttesting of concepts in which students are weak is suggested. NAEP items should ask students to explain, interpret, compare, express relationships, and

draw conclusions. (GDC)

ED 279 598 SO 018 038

Thomas, R. Murray

Eight Conditions Influencing the Implementation of Educational Rights.

PUB DATE- 87

NOTE- 13p.; Paper presented at the annual meeting of the Conference of the Comparative and International Education Society (Washington, DC, March 12-15, 1987).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Community Responsibility; *Conflict; *Economic Factors; Educational Environment; Educational Opportunities; *Educational Responsibility

IDENTIFIERS- *Educational Rights

The extent to which claims to educational rights are actually fulfilled in a society depends on a variety of conditions. There are eight conditions that can contribute to a society's falling short in the implementation of those rights. The conditions include: (1) complacency--failure to take steps toward ensuring that the right is honored in practice; (2) economic incapacity--society cannot afford the cost of implementing a right; (3) administrative inefficiency--inability to disseminate information about educational rights or to issue effective sanctions to people who violate these rights; (4) political expediency--public endorsement of a right while, in practice, making no significant attempt toward implementation; (5) lack of consensus--disagreement over the suitability of the claimed right so some make no effort to support implementation of the right leading to attempts to frustrate or ignore enforcement; (6) intergroup competition and conflict--one group seeks educational advantages over another group; (7) conflicting rights--a right claimed by one individual or group is in conflict with the right claimed by another; and (8) lack of diversity of instructional services--the education system is not effectively designed to serve the needs of minorities. The eight conditions are not mutually exclusive and are frequently entwined with others. (APG)

ED 279 630 SP 028 614

Flaitz, Jim
A Review of Simulation in Teacher Education Training.
PUB DATE- 19 Nov 86
NOTE- 12p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Memphis, TN, November 19-21, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Higher Education; *Preservice Teacher Education; Program Effectiveness; Research Reports; *Simulation; *Teacher Education Curriculum; *Teaching Methods

A review of the literature on simulation as an alternative to field experience programs in teacher education is presented. A review is also offered of articles on the effectiveness of simulation techniques. Future directions for simulation are discussed, including "video robotics" and computer programs. This investigation was limited to journal articles on teacher education and the use of simulation in management was excluded. References are included. (JD)

ED 279 745 UD 025 358

A Handbook on California Education for Language Minority Parents--Armenian/English Edition.

California State Dept. of Education, Sacramento. Bilingual Education Office.

PUB DATE- 86

NOTE- 63p.; For other handbooks in this series, see UD 025 357-362 and ED 270 531-533.

AVAILABLE FROM- Publications Sales, California State Department of Education, P.O. Box 271, Sacramento, CA, 95802-0271 ($3.25 plus sales tax for California residents).

LANGUAGE- Armenian; English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Other/Miscellaneous (Not Classifiable Elsewhere) (999)

DESCRIPTORS- Ancillary School Services; Armenian; Bilingual Education Programs; Educational Facilities; Elementary Secondary Education;

*Limited English Speaking; Parent Materials; Parent Participation; *Parent School Relationship; *Program Descriptions; Public Schools; *School Organization; Tests

IDENTIFIERS- California Assessment Program; *California State Department of Education

This bilingual handbook, presented both in Armenian and English, is designed to assist parents of language minority students who live in California. The book is part of the technical assistance effort of the State Department of Education to clarify the operations of the California schools to language minority parents so they can better support the education of their children. It provides information on the following: (1) the educational system, enrollment procedures and transportation, especially for elementary and secondary students; (2) basic school programs and curriculum; (3) grades, promotions and testing, with an explanation of the types of tests used in California, such as the California Assessment Program tests and the high school proficiency tests; (4) bilingual education and other services to students who are of limited English proficiency; (5) additional educational programs and services, such as vocational education, continuation education, advanced placement, adult education, child development programs, and summer school; (6) parental involvement with schools, teachers and administrators; and (7) the structure of the public school system. (PS)

ED 279 759 UD 025 372

Samuel Gompers High School Bilingual Mini-School, 1985-1986. OEA Evaluation Report.

New York City Board of Education, Brooklyn. Office of Educational Assessment.

PUB DATE- 86
NOTE- 30p.; Prepared by the OEA Bilingual Education Evaluation Unit. For 1983-1985 reports, see ED 262 148 and ED 270 559.
GRANT- G003CH-4376
AVAILABLE FROM- Office of Educational Assessment, New York City Board of Education, 110 Livingston St., Brooklyn, NY, 11201.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Bilingual Education Programs; English (Second Language); Experimental Programs; High Schools; *Hispanic Americans; Language Enrichment; *Limited English Speaking; Minority Groups; Outcomes of Education; Second Language Instruction; *Spanish Speaking
IDENTIFIERS- Bilingual Mini School Program NY; *New York (Brooklyn)

The Samuel Gompers High School (Brooklyn, New York) Bilingual Mini-School program was assessed during the 1985-86 school year, its final year of a three-year funding cycle. This evaluation is divided into the following parts: (1) description of program, including organizational personnel; (2) student characteristics; (3) findings; (4) conclusions and recommendations; and (5) appendix describing the tests used. The program provided instruction in English as a second language (ESL); native language arts; and bilingual instruction in mathematics, science, and social studies to 104 Spanish-speaking students of limited English proficiency. In addition, program students were enrolled in several specialized mainstream vocational courses. The program sought to help students improve their English competence and meet academic requirements for a high school diploma in as short a time as possible. Program objectives were assessed in English language development, mathematics, science, social studies, and Spanish. Analysis of data showed modest success in achieving the instructional and non-instructional objectives. Students' passing rate in the ESL component improved from 62 percent in the fall to 79 percent in the spring. The overall passing rate in mathematics, science and social studies, at 67 percent, surpassed the proposed objective in this area. (PS)

ED 279 773 UD 025 386

Education of the Black Child. ERIC/CUE Bibliography No. 9.
ERIC Clearinghouse on Urban Education, New York, N.Y.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Oct 86
NOTE- 4p.
CONTRACT- 400-86-0015
AVAILABLE FROM- ERIC Clearinghouse on Urban Education, Box 40, Teachers College,Columbia University, New York, NY 10027 (free).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131) Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Black Students; Educational Environment; *Educational Opportunities; Elementary Secondary Education; Family Role; School Community Relationship; School Effectiveness; School Role; *Social Influences; *Student Needs

This bibliography presents brief annotations of 14 reports, books, and monographs on the education of black children. The works cited concern a wide variety of themes, including environmental influence on school performance, the social welfare of the black child, and school, community, and family responsibility. (KH)

ED 279 615 SP 028 427

The Scottish Council for Research in Education. Fifty-Seventh Annual Report 1984-85.

Scottish Council for Research in Education.

PUB DATE- Sep 85
NOTE- 42p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
  Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Annual Reports; *Curriculum Development; *Educational Research; Foreign Countries; *Research and Development Centers; Research Needs; Research Opportunities; *Research Projects
IDENTIFIERS- Scotland; *Scottish Council for Research in Education

This 1984-85 annual report from the Scottish Council for Research in Education (SCRE) contains lists of officers, members, principal officials and staff; the chairman's report for 1984-85; a summary of projects in tabular form and a series of brief reports on projects; a note on overseas counsultancies; a list of SCRE publications; a note on awards; a list showing liaison with other organizations; a list of staff publications and conference papers; and a note on research seminars. Accounts for the year ending March 31, 1985, and a list of education-related research studies presented for post-graduate degrees in Scottish universities are also provided. Topics of research projects include: mathematics surveys; writing instruction; ergonomics; school assessment; counseling and guidance; special education opportunities; education work relationship; test performance; education information dissemination; and research services. (CB)

ED 279 647 SP 028 653

Harrison, Charles H.
Student Service. The New Carnegie Unit.
Carnegie Foundation for the Advancement of Teaching, Princeton, NJ.
REPORT NO.- ISBN-0-931050-30-8
PUB DATE- 87
NOTE- 78p.
AVAILABLE FROM- Princeton University Press, 3175 Princeton Pike, Lawrenceville, NJ 08648 ($6.50).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- High Schools; *High School Students; Program Development; *School Community Relationship; *Social Responsibility; *Student Projects; *Student Volunteers

The number of service programs offered in the high schools is substantial and appears to be increasing. A survey questionnaire sent to four-year public and private high schools sought information on the development and progress of service programs. The responses to the questionnaire are analyzed and discussed in this monograph. Chapter 1 deals with the philosophy of service programs and the benefits for the young people involved in them. In chapter 2, descriptions are given of the diverse kinds of programs currently in operation in the 1,000 schools that responded to the questionnaire. The programs are varied: some offer academic credit and in some service is a graduation requirement; some emphasize careers while some emphasize altruism. How service progams can augment school curriculum is discussed in chapter 3. Case studies are presented in chapters 4 and 5 of schools with programs that are volunteer only, and schools that require participation in the program. Suggestions are made in chapter 6 on starting or improving a service program in a secondary school. The survey questionnaire showing a tabulation of responses for public high schools used in this study is appended. (JD)

ED 279 703 TM 870 090

Welch, Wayne W.

Some Thoughts on the National Assessment of Educational Progress in Science.

PUB DATE- 86
NOTE- 19p.; One of 46 papers commissioned by the Study Group on the National Assessment of Student Achievement and cited in Appendix B to their final report "The Nation's Report Card" (TM 870 049). For other papers in this group, see TM 870 050-094.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Educational Assessment; Educational Testing; Elementary Secondary Education; Evaluation Needs; Federal Programs; *Measurement Objectives; National Surveys; Needs Assessment; Program Attitudes; Research Design; Resource Allocation; *Science Education; *Science Tests; Scientific Attitudes; *Testing Problems; Testing Programs
IDENTIFIERS- *National Assessment of Educational Progress

This paper evaluates the procedures and results of the National Assessment of Educational Progress (NAEP) in science. A brief description of the 1981-82 assessment, funded by the National Science Foundation, precedes a discussion of strengths and weaknesses of the current science assessment program, conducted by Educational Testing Service. Major strengths include: high technical quality; accurate portrayals of the national picture; consistent procedures enabling comparison across time; appropriate content; policy impact; and identification of report group differences. Criticisms include: (1) the science assessment cycle has been unnecessarily irregular; (2) assessments tend to focus on traditional subject matter content and to collect little additional information; and (3) subject matter experts who possess a commitment to their field do not seem to have sufficient interest in the data to attempt the difficult task of analyzing unfamiliar data tapes. The assessment program could be strengthened by requiring contractors to include the services of experienced subject matter researchers into the budget proposals. Data should be regularly gathered, and the measurement of attitudes toward science should be improved. Lines of communication between NAEP and the community of educators is essential for continued support of the assessment and for maximizing the educational impact of the information being gathered. (LMO)

ED 279 717 TM 870 162

Clawson, Kenneth
Teacher Education Students: A Look at Basic Skills Admission Tests and National Teacher Examination Scores.
PUB DATE- Nov 86
NOTE- 17p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Memphis, TN, November 19-21, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Basic Skills; Communication Skills; Correlation; Higher Education; Mathematics Skills; Mathematics Tests; *Minimum Competency Testing; Occupational Tests; Predictive Measurement; *Preservice Teacher Education; Reading Comprehension; Reading Skills; Reading Tests; *Student Teachers; *Teacher Evaluation; Writing Skills
IDENTIFIERS- Comprehensive Tests of Basic Skills; McGraw Hill Writing Test; *National Teacher Examinations; Nelson Denny Reading Tests; Pearson Product Moment Correlation

This study examined the relationship between teacher education students' scores on basic skills admission tests and graduating seniors' scores on the National Teacher Examinations (NTE) at Eastern Kentucky University. The 1981-82 basic skills test scores for 262 teacher education students were compared with their NTE scores taken in 1984-85 during their student teacher semester. Scores on the Nelson Denny Reading Test, McGraw-Hill Writing Test, and Math Tests of the Comprehensive Tests of Basic Skills were converted to standard scores for comparison with Professional Knowledge, Communication Skills, and General Knowledge of the National Teacher Examinations. A Pearson Product Moment Correlation was calculated for each relationship. Results showed a strong relationship between basic skills of students and their subsequent scores on the NTE. The highest correlations were: (1) NTE Communication Skills and reading vocabulary; (2) NTE General Knowledge and reading comprehension; (3) NTE Professional Knowledge and writing; (4) NTE Communication Skills and writing; (5) NTE Professional Knowledge and reading vocabulary; (6) NTE Communication Skills and reading comprehension; (7) NTE General Knowledge and writing; and (8) NTE General Knowledge and math concepts. (JAZ)

Bessey, Barbara L.; And Others
Graphical Methods: A Review of Current Methods and Computer Hardware and Software. Technical Report No. 27.
American Institutes for Research in the Behavioral Sciences. Palo Alto, CA. Statistical Analysis Group in Education.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
REPORT NO.- AIR-87600-2-83-TR
PUB DATE- Feb 83
NOTE- 62p.
CONTRACT- 300-78-0150

LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Computer Graphics; Computers; Computer Software; *Computer Software Reviews; *Data Analysis; *Data Interpretation; *Display Systems; Educational Research; *Equipment Evaluation; Graphs; Literature Reviews; Research Utilization
IDENTIFIERS- National Center for Education Statistics

Graphical methods for displaying data, as well as available computer software and hardware, are reviewed. The authors have emphasized the types of graphs which are most relevant to the needs of the National Center for Education Statistics (NCES) and its readers. The following types of graphs are described: tabulations, stem-and-leaf displays, histograms, rootograms, probability plots, bar graphs, box plots, scatterplots, biplots, motion graphics, tables, pie charts, glyphs, faces, maps, and trees and castles. Ways to display distributions and to display relationships between two or three or more variables are discussed. Several software packages are briefly reviewed: SAS, SPSS, BMDP, OSIRIS, EXPAK, Exploratory Data Analysis Package, ABCs of EDA, STATGRAPHICS, S Package, FACES, Trees and Castles, CANDEC, and ORION I. The wider use of inferential types of graphs is recommended for educational data analysis and the presentation of findings in NCES reports such as "The Condition of Education." Hardware discussions include Hewlett-Packard, Tektronix, Digital, and Versatec. Software packages are discussed in terms of use with mainframe computers, or mini and desktop computers: ISSCO Graphics, Hewlett-Packard, Tektronix, SAS/GRAPH, STATGRAPHICS, Intelligent Graphics Systems, and Chart Master. (GDC)

ED 279 568 SO 017 903

Garson, G. David

The Role of Inductive Expert Systems Generators in the Social Science Research Process.

PUB DATE- Aug 86
NOTE- 25p.; Paper presented at the Annual Meeting of the American Political Science Association (Washington, DC, August 28-31, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Computer Software; *Decision Making; *Expert Systems; *Induction; *Political Science; *Problem Solving; Research Methodology; *State Legislation

Most of what may be construed as political science has always proceeded through induction, which depends heavily on the insight, intuition, and personal brilliance of the particular author. Another approach that is closely associated with the early induction through examples is the expert system. The outcomes of this approach are not measures of the strength of association among variables, but are sets of rules which explain all or perhaps most of the given examples. Expert systems, however, are not a panacea. There is controversy about which algorithms are best and most efficient in automating the generation of expert rule sets. The computer software used in this essay to illustrate social science application of expert systems is based on classification and rule development procedures called "ID 3," developed by J. Ross Quinlan (1983) on the basis of work by Hunt and Stone (1966) on the "Concept of Learning System." It is 1st-Class, Version 3, from Programs in Motion, Inc., which runs on the IBM PC/XT/AT series. The example selected is a reanalysis of data presented by Wayne L. Francis on factors thought to determine the variance in the extent to which state legislators are satisfied with legislative outcomes. Expert systems suggest that it is appropriate to have a long time to consider bills and reject many of them. It is inappropriate to have a short time to consider bills and then accept most. If time is short, it is still inappropriate if one is being inundated with bills from the other chamber. (BZ)

ED 279 582 SO 017 948

Robinson, Ted P.; And Others
Linking Passive and Active Representation: A Review of the Literature and a Model for Testing the Linkage for Women Representatives.
PUB DATE- 86
NOTE- 38p.; Paper presented at the Annual Meeting of the American Political Science Association (Washington, DC, August 28-31, 1986).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Information Analysis/State-of-the-Art Materials (070)
Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Blacks; Females; *Government Role; Hispanic Americans; Leadership; *Leadership Responsibility; Legislation; Legislators; *Minority Groups; Models; *Political Influences; *Political Science; *Public Policy; Social Responsibility

Most research efforts concerning minority politics have focused on descriptive representation, which emphasizes (1) counting the minority or female persons in office, and (2) explaining representative levels on the basis of political, social and economic determinants. Descriptive representation, however, is passive and focuses on "being something" rather than "doing something." Instead, representation should be measured as an activity resulting from a representative acting in the interest of those represented. From a public policy standpoint, the linkage between passive representation and active representation is an important concept; one that only a few researchers have explored. The study reviews and analyzes the growing literature that links passive and active representation and presents a model suitable for testing this linkage for female representatives on city school boards. The study is organized into three sections. Section 1 provides an overview of the passive representation and determinants literature. Section 2 discusses previous studies that link passive and active representation. Section 3 presents the model that may be used to address the question: Does politics matter? Tables and a figure conclude the study. (APG)

ED 279 631 SP 028 616

Hughes, Thomas M.; And Others
Personality and Motivation Variables in Tomorrow's Teachers: The Lyndhurst Scholars.
PUB DATE- Nov 86
NOTE- 23p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Memphis, TN, November 19-21, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Higher Education; *Personality Traits; Preservice Teacher Education; Program Effectiveness; *Program Length; Psychological Patterns; *Student Motivation; *Teacher Characteristics; *Teacher Effectiveness; Teacher Recruitment
IDENTIFIERS- *Extended Degree Programs; *Lyndhurst Fellowship Program

This study investigated the Center of Excellence Program (COE) comprised of 24 Lyndhurst and Master of Arts in Teaching (MAT) Scholars at Memphis State University. The major purpose was to delineate personality characteristics prominent among the scholars who participated in a novel fifth year academic and clinical program for certification of teachers and to compare their characteristics with a group of 36 successful teachers in a regular M. Ed. program, and with a group of Outstanding Teachers in Higher Education. Through descriptive methods utilizing ANOVA, Multiple R, Regression Analysis, and Pearson Product Moment Correlation, our findings suggest that the fifth year program represented by COE scholars has attracted subjects with a number of characteristics commensurate with teachers who are successful in their teaching. There were some differences favoring the COE subjects over the M. Ed. classes. They had significantly higher Miller Analogies Test scores, showed more imaginativeness, were more intuitive, and more abstract in their thinking. It is suggested that these are important characteristics to consider in recruiting quality teachers for schools of tomorrow. (Author)

ED 279 663 TM 870 050

Bloom, Benjamin S.
The Home Environment and School Learning.
PUB DATE- 86
NOTE- 9p.; One of 46 papers commissioned by the Study Group on the National Assessment of Student Achievement and cited in Appendix B to their final report "The Nation's Report Card" (TM 870 049). For the other papers in this group, see TM 870 051-094.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Academic Achievement; Check Lists; Correlation; Educational Assessment; Elementary Education; *Family Environment; *Family Influence; Literature Reviews; National Surveys; *Parent Influence; Parent Participation; Parent School Relationship; *Rating Scales; Socioeconomic Status; Success; Testing Programs
IDENTIFIERS- *Dolan Home Educational Environment Scale; *National Assessment of Educational Progress

Home environment factors which influence school learning were reviewed. Socioeconomic status (SES) has explained only about ten percent of the variance in achievement. Also, there is very little that can be done to change SES over a short period of time. Dave and Wolf studied what parents do, rather then who they are; they investigated the environmental process variables: family's work habits; academic guidance and support; stimulation; language development; and academic aspirations and expectations. These variables correlated highly (+.80) with achievement in grades 4-5. The Dave method of studying home environment rated 21 process variables on a nine-point scale, using in-home observation and parent interviews. Bloom used a 14-item checklist based on Dave's scale; its correlation with achievement in grades 4-6 was .60 to .70. The Dolan Home Educational Environment Scale correlated about .50 with elementary school achievement. It was recommended that the Bloom version of the Dave scale or Dolan's scales, rather than SES, be used by the National Assessment of Educational Progress (NAEP) to assess home environment. This is significant because not only schools and ability, but families, too, affect achievement. (GDC)

ED 279 677 TM 870 064

Gardner, Howard; Grunbaum, Judith
The Assessment of Artistic Thinking: Comments on the National Assessment of Educational Progress in the Arts.
PUB DATE- Sep 86
NOTE- 39p.; One of 46 papers commissioned by the Study Group on the National Assessment of Student Achievement and cited in Appendix B to their final report "The Nation's Report Card" (TM 870 049). For other papers in this group, see TM 870 050-094.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Art Education; Creativity Tests; *Educational Assessment; Educational Testing; Elementary Secondary Education; Evaluation Methods; *Measurement Objectives; Music Education; *National Surveys; Performance Tests; Portfolios (Background Materials); *Testing Problems; Testing Programs; Verbal Tests; *Visual Arts
IDENTIFIERS- *National Assessment of Educational Progress

Arts education and its assessment are discussed, with particular emphasis on the visual arts. Suggestions are made concerning the role of the National Assessment of Educational Progress (NAEP) in the arts. The curriculum which is presented in art education varies a great deal among schools. The assessment of art should include production, perception, and artistic thinking. Previous NAEP test items focused on perception and response to aspects of art, valuing of the arts, production in the arts, and knowledge about art. About three-fourths of the NAEP items require verbal responses. Items involving the evaluation of art and production are more valuable than items assessing attitudes about art. More performance items are recommended. About 20 tests measuring artistic perception and knowledge are briefly described, as are the qualitative methods of responsive evaluation, connoisseurship, critiques, and portfolios. The NAEP items were judged, in general, to perform as well as any of the tests. An alternative approach involving student portfolio is discussed. Suggestions for other approaches to consider involve artistic critques, aesthetic reasoning, and the relationship of artistic activity to one's personal life and values. (GDC)

ED 279 690 TM 870 077

Nickerson, Raymond S.
Reasoning in Argument Evaluation.
PUB DATE- 86
NOTE- 72p.; One of 46 papers commissioned by the Study Group on the National Assessment of Student Achievement and cited in Appendix B to their final report "The Nation's Report Card" (TM 870 049). For other papers in this group, see TM 870 050-094.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Cognitive Tests; *Critical Thinking; Difficulty Level; *Discourse Analysis; Educational Assessment; Educational Testing; Elementary Secondary Education; *Logic; Measurement Objectives; *Multiple Choice Tests; *Persuasive Discourse
IDENTIFIERS- National Assessment of Educational Progress; Teaching to the Test

A number of higher order cognitive skills are used in the task of evaluating arguments. Such skills should be assessed because the ability to evaluate arguments is an important one in all subject areas. In addition, it seems reasonable to assume that these evaluative skills will be representative of those required by other cognitively demanding tasks. Specific theories and curricula for evaluating persuasive arguments are not available to guide test construction; in lieu of a theory, reasoning in argumentation is defined and some of the processes involved are explained. Understanding of the difference between logical validity and empirical truth is one component of effectively evaluating formal arguments. Evaluation of informal arguments involves many skills: analysis, judging relevance and weight, synthesis, use of prior knowledge, information seeking and selection, and estimation. Based on the assumption that teachers do teach to the test, it is important to find ways to test the ability to evaluate arguments and to diagnose students' skills. The 31-page appendix describes ways to make multiple choice tests more informative, both to examiner and examinee. (GDC)

ED 279 616 SP 028 492

Secondary Education for the Future. Report of a Forum Meeting on New Trends and Processes of Secondary Education (Port Moresby, Papua New Guinea, November 17-December 4, 1985).

United Nations Educational, Scientific, and Cultural Organization, Bangkok (Thailand). Regional Office for Education in Asia and the Pacific.

PUB DATE- 86
NOTE- 95p.
AVAILABLE FROM- BERNAN-UNIPUB, 4611-F Assembly Drive, Lanham, MD 20706.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Collected Works - Proceedings (021)
DESCRIPTORS- *Curriculum Development; *Educational Innovation; *Foreign Countries; International Cooperation; Non Western Civilization; Program Development; *Secondary Education

A number of countries in Asia and the Pacific are moving from a predominantly agricultural economy to industrialization, thus creating different expectations of secondary schools. The forum described provided the opportunity to reach certain consensus on the directions of secondary education; develop alternative objectives of secondary education; and identify issues, innovative practices, and growth points. The first chapter of this monograph provides an overview of the concerns and events which led to the meeting and its agenda. In chapter 2, the papers outlining new trends and processes in secondary education in each of the participating countries are summarized. Chapter 3 reports the results of the review of studies made in the light of recommendations of the Task Force Meeting in Indonesia. The discussions on the development of alternative objectives of new models of secondary education are reported in chapter 4. In chapter 5, the implications in terms of development of alternative objectives of secondary education, the identification of issues to be addressed, and innovative practices and growth points are outlined. New curricula, training strategies, evaluation, and instructional materials are discussed in chapter 6, on the implementation of new models. Finally, suggestions for followup activities, to be carried out both nationally and cooperatively, are outlined in chapter 7. Appended are the agenda and lists of participants, documents, and innovative practices and experiments in the participating countries. (JD)

ED 279 648 SP 028 654

Ansah, S. L.
Educational Reform: The Forgotten Frontier.
PUB DATE- 86
NOTE- 23p.; Paper presented at the Annual Conference of the Southeastern Regional Association of Teacher Educators (33rd, Charleston, SC, October 29-November 1, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Educational Change; Government Role; Prestige; *Professional Autonomy; *Professional Development; *Professional Recognition; *Teaching (Occupation)

A review of the nature of educational reforms over the years provides evidence that education reform is a recurrent issue, and that the aims and focus of reforms also tend to be cyclical. Two characteristics of reform--programmatic and systemic--are identified, and it is pointed out that the major focus of previous reform cycles has been on programmatic changes rather than systemic. The contention expressed in this paper is that in order to achieve a genuine and sustained systemic educational reform, teaching needs to have a true professional status. It is emphasized that educational reform must be left in the hands of the experts in the classroom, but if their recommendations are to be carried out, those involved in teaching must be recognized as true professionals and accorded respect as such. A discussion is presented on the nature of a profession and in what sense teaching is not at present a true profession. Some ways in which teaching can be transformed into a true profession are considered; e.g., the establishment of a National Certification Board with the power to control all aspects of teaching and responsible for establishing entry and exit requirements, course content, and standards to be met by teachers nationwide. What professionalization will imply for the future of teaching is discussed. References for futher reading are appended. (JD)

ED 279 774 UD 025 389

Project MASTER, 1985-1986. OEA Evaluation Report.
New York City Board of Education, Brooklyn. Office of Educational Assessment.
PUB DATE- 86
NOTE- 34p.
GRANT- G00-53-5043
AVAILABLE FROM- Office of Educational Assessment, New York City Board of Education, 110 Livingston Street, Brooklyn, NY 11201.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Bilingual Education Programs; Elementary Education; Hispanic Americans; *Limited English Speaking; Mathematics Education; Program Effectiveness; *Program Implementation; Science Education; *Spanish Speaking; Staff Development; *Vocational Education
IDENTIFIERS- *New York (Bronx)

In 1985-86 Project MASTER an innovative Title VII program emphasizing language development through bilingual instruction in mathematics and science, served 640 students of limited English proficiency (LEP) at six elementary schools in the Bronx, New York. Most of the students were born in Puerto Rico, but many were from the Dominican Republic, Colombia, and several other Central and South American countries. The project, in its first year of a three-year funding cycle, emphasizes the use of both Spanish and English in the classroom in order to provide students with opportunities to transfer to English the communication skills they had acquired in learning their native language. At the same time, this approach enables students to master content-area subjects necessary for graduation. Parent participation and staff development activities formed an important component of the project, although the lack of a parent trainer limited the effectiveness of the parental involvement effort. Student performance on evaluation tests indicates the MASTER students made statistically significant gains in English and science, but students' scores in mathematics decreased from pretest to posttest. In general, the program's effectiveness could be improved if the project were staffed as originally proposed. Figures and statistical tables are included. (KH)

ED 279 599 SO 018 046

Demery, Marie
The Thumbnail Sketch and the Big-to-Small Principle.
PUB DATE- 87
NOTE- 11p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adult Education; Art; *Art Activities; Art Education; Creative Art; *Freehand Drawing; Postsecondary Education; Self Evaluation (Individuals); Teaching Methods

Adult students enrolled in day and evening drawing classes can be introduced to two-dimensional composition through an exercise that combines the thumbnail sketch and the big-to-small principle. The exercise is composed of five steps and simple self-evaluation criteria that help students determine whether they understood and achieved the steps. This art instructional approach can be used successfully as a group or independent study. (Author)

ED 279 746 UD 025 359

A Handbook on California Education for Language Minority Parents--Cambodian/English Edition.

California State Dept. of Education, Sacramento. Bilingual Education Office.

PUB DATE- 86

NOTE- 71p.; For other handbooks in this series, see UD 025 357-362 and ED 270 531-533.

AVAILABLE FROM- Publications Sales, California State Department of Education, P.O. Box 271, Sacramento, CA, 95802-0271 ($3.25 plus sales tax for California residents).

LANGUAGE- Cambodian; English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050) Other/Miscellaneous (Not Classifiable Elsewhere) (999)

DESCRIPTORS- Ancillary School Services; Asian Americans; Bilingual Education Programs; *Cambodians; Elementary Secondary Education; Limited English Speaking; Parent Materials; Parent Participation; *Parent School Relationship; *Program Descriptions; Public Schools; *School Organization; Tests

IDENTIFIERS- California Assessment Program; *California State Department of Education

This bilingual handbook, presented in both Cambodian and English, is designed to assist parents of language minority students who live in California. The book is part of the technical assistance effort of the State Department of Education to clarify the operations of the California schools to language minority parents so they can better support the education of their children. It provides information on the following: (1) the educational system, enrollment procedures and transportation, especially for elementary and secondary students; (2) basic school programs and curriculum; (3) grades, promotions and testing, with an explanation of the types of tests used in California, such as the California Assessment Program tests and the high school proficiency tests; (4) bilingual education and other services to students who are of limited English proficiency; (5) additional educational programs and services, such as vocational education, continuation education, advanced placement, adult education, child development programs, and summer school; (6) parental involvement with schools, teachers and administrators; and (7) the structure of the public school system. (PS)

ED 279 760 UD 025 373

Theodore Roosevelt High School Project TEACH, 1985-1986. OEA Evaluation Report.

New York City Board of Education, Brooklyn. Office of Educational Assessment.

PUB DATE- 86
NOTE- 33p.; Prepared by the OEA Bilingual Education Evaluation Unit. For 1984-1985 report, see ED 272 602.
GRANT- G00-842-5058
AVAILABLE FROM- Office of Educational Assessment, New York City Board of Education, 110 Livingston St., Brooklyn, NY 11201.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Asian Americans; Attendance; *Bilingual Education Programs; Business Education; *Cambodians; Computer Literacy; *English (Second Language); High Schools; Parent Participation; *Spanish Speaking; Urban Education
IDENTIFIERS- *New York (Bronx); Project TEACH NY

Project TEACH (Technological Enrichment and Achievement for Cambodians and Hispanics) aims to facilitate the students' linguistic and cultural adjustment to American society while preparing them to enter the job market. Carried out at Theodore Roosevelt High School (Bronx, New York) Project TEACH provides students new to America with computer and business training in a bilingual setting. Courses offered include English as a second language, Spanish, bilingual content areas, computer technology, and business. This report evaluates the project as of June 1986, after its second year. Included are a description of the project, student profiles, and conclusions and recommendations. Analysis of the program indicates the following: (1) program students surpassed the proposed English language objective; (2) gains for proposed Hispanic native language objectives were statistically significant; (3) students enrolled in mathematics and computer courses surpassed the program objective of a 70 percent passing rate both semesters; and (4) the attendance rate of program students was significantly higher than that of mainstream students. The report recommends continued efforts to find a Khmer-speaking teacher for the program, since lack of one hampered work with Cambodian students. Also recommended were increasing efforts to make parental involvement a priority. (PS)

ED 279 583 SO 017 955

The Blessings of Liberty. User's Guide.

American Historical Association, Washington, D.C.; American Political Science Association, Washington, D.C.; Project '87, Washington, DC.

SPONS. AGENCY- EXXON Education Foundation, New York, N.Y.

PUB DATE- 86

NOTE- 73p.; This guide is used with 12 posters (22" X 36") available from Project '87.

AVAILABLE FROM- Project '87 of the American Historical Association and the American Political Science Association, 1527 New Hampshire Avenue, NW, Washington, DC 20036 ($4.00).

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)

DESCRIPTORS- *Constitutional History; Discussion Groups; Elementary Secondary Education; Lesson Plans; Postsecondary Education; *Resource Materials; *Resource Units; United States History

IDENTIFIERS- Posters; *United States Constitution.

The story of the United States Constitution is told in 12 posters: "The Blessings of Liberty"; "The Articles of Confederation"; "A 'Less Perfect' Union, 1781-1788"; "The Constitutional Convention"; "The Founders' Achievement"; "The Anti-Federalist Argument"; "Ratification"; "The Bill of Rights"; "A City Plan for the Constitution"; "The Principle of Federalism"; "The Supreme Law of the Land"; and "To Ourselves and Our Posterity." This User's Guide features narrative essays which expand upon the subject of each of the posters. A variety of additional resources are provided to enable organizations to assist viewers in learning about the evolution of the Constitution: a chronology of dates marking important historical events connected to the Constitution; The Articles of Confederation, which preceded the Constitution as an instrument of governance; the Constitution itself (with amendments); and a basic bibliography of books about the Constitution for the general reader. Material is also provided for teaching about the Constitution on various educational levels. Three sets of lessons enable teachers to use the posters in their classroom. Additional lessons, with worksheets, are suitable for elementary, junior, and senior high school students. An essay on 18th-century constitutionalism can be used by teachers and adult participation groups. A final syllabus provides guidance for a formal series of seminars. (APG)

Brogdon, Richard E.; Tincher, Wilbur A.
High Aptitude High School Students' Opinion of Career Choice.
PUB DATE- 19 Nov 86
NOTE- 16p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Memphis, TN, November 19-21, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Career Choice; *High Achievement; High Schools; *High School Seniors; Sex Differences; *Student Attitudes; Teacher Recruitment; Teacher Salaries; *Teaching (Occupation); Teaching Conditions

The purpose of this study was to ascertain the opinions toward teaching as a career of high school seniors who scored in the top 15 percent nationally on college admission tests. Responses to a survey questionnaire were received from 629 students (a 16 percent response). Open-ended questions sought opinions on what is attractive about a teaching career and what is unattractive, why another career field was selected over teaching, and how teaching would have to change for it to be attractive. Attractive features of teaching for these students included personal satisfaction, having an impact on students, fulfilling a sense of altruism and other extrinsic values. Unattractive features were: low salaries, lack of respect, fear of abusive students, conflict with irate parents, no room for advancement, and poor working conditions. Attractions of noneducation fields were interest in a specific field of study, prestige, reward, opportunity, and better utilization of talents. Teaching would be more attractive if salaries were improved, there were more prestige and community support, a change in student attitudes, more benefits, better working conditions, increased standards for teachers, and better teaching resources. A discussion of the results includes recommendations for recruiting high ability students into teaching. (JD)

ED 279 664 TM 870 051

Bock, R. Darrell
Designing the National Assessment of Educational Progress to Serve a Wider Community of Users: A Position Paper.
PUB DATE- Aug 86
NOTE- 32p.; One of 46 papers commissioned by the Study Group on the National Assessment of Student Achievement and cited in Appendix B to their final report "The Nation's Report Card" (TM 870 049). For other papers in this group, see TM 870 050-094.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Achievement Tests; Educational Assessment; Educational Research; Educational Testing; Elementary Secondary Education; *Evaluation Utilization; Measurement Techniques; *National Surveys; Policy Formation; *Program Design; Research Design; Scores; Test Construction; *Testing Programs; *Test Results
IDENTIFIERS- *National Assessment of Educational Progress

Efforts have been made to increase the dissemination and use of data generated by the National Assessment of Educational Progress (NAEP). Potential users include those concerned with curriculum and methods evaluation, public policymakers, and researchers. NAEP can provide data for curriculum evaluation, including item analysis data which assist in item selection for student testing. Census-like reporting is useful in policy formulation, but this type of information requires estimation of attainment levels in individual pupils and not merely the aggregated responses of groups. There have been problems associated with use of NAEP data in educational research; for example, matrix sampling data were previously difficult to handle. Currently, individual scores are being provided in ways which can be analyzed by conventional statistical methods. It has also been difficult to use school and classroom data as the unit of analysis. A NAEP design which would be suitable for hierarchical regression analysis would expand the possibilities for secondary analysis. Item response theory scaling currently assists in longitudinal analysis of NAEP data. Ways to increase use of the data include the duplex design and rotation sampling of schools, resulting in more frequent sampling. Cooperation with state testing programs can help in providing comparable scores. (GDC)

ED 279 678 TM 870 065

Guthrie, John T.
Roles of the National Assessment of Educational Progress in International Studies.
PUB DATE- 23 Jul 86
NOTE- 13p.; One of 46 papers commissioned by the Study Group on the National Assessment of Student Achievement and cited in Appendix B to their final report "The Nation's Report Card" (TM 870 049). For other papers in this group, see TM 870 050-094.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Achievement Tests; Agency Cooperation; *Comparative Testing; Cross Cultural Studies; *Educational Assessment; Educational Testing; Elementary Secondary Education; Evaluation Utilization; Foreign Countries; *International Cooperation; Measurement Objectives; National Surveys; *Testing Programs; Test Use
IDENTIFIERS- International Assn Evaluation Educ Achievement; *National Assessment of Educational Progress

This paper discusses the rationale for international comparisons in educational achievement, presents factors which affect the validity of such comparisons, and makes recommendations for the role of the National Assessment of Educational Progress (NAEP) with respect to international studies. International comparisons are of interest in policy formation, resource allocation, and school improvement programs. Four prerequisites to international assessment also weigh heavily in an individual, national testing program: (1) the scope of item content must be equitable for each of the countries involved; (2) comparisons across countries will be facilitated by the use of common scaling techniques; (3) sampling must be representative and aedquate; and (4) the appropriate language must be used in testing. NAEP can facilitate international comparisons by collaborating with existing efforts such as those of the International Association for the Evaluation of Educational Achievement (IEA). NAEP can provide technical assistance in data collection and statistical analysis. An official liaison between NAEP and IEA is recommended at the policy level. An annual cooperative working meeting is also recommended. (GDC)

ED 279 691 TM 870 078

Peterson, Paul E.

Purposes of the National Assessment for Educational Progress.
PUB DATE- 86
NOTE- 30p.; One of 46 papers commissioned by the Study Group on the National Assessment of Student Achievement and cited in Appendix B to their final report "The Nation's Report Card" (TM 870 049). For other papers in this group, see TM 870 050-094. Bibliography (two pages) contains light, blurred type.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Achievement Tests; *Educational Assessment; Educational Environment; Educational Testing; Elementary Secondary Education; *Evaluation Needs; Information Needs; Institutional Evaluation; *Measurement Objectives; *National Surveys; *School Effectiveness; Testing Problems; *Testing Programs; Test Use
IDENTIFIERS- *National Assessment of Educational Progress

The major purpose of the National Assessment of Educational Progress (NAEP) is to provide information useful for improving the quality of American elementary and secondary schools. NAEP has focused more on the measurement of academic achievement than on the need for information on learning contexts. Additional information is needed about why students perform as they do, and additional assessment of schools is desirable. NAEP has responded to its critics by treating and reporting all items separately and equally, countering the fear of creating a national curriculum. Recent efforts have strengthened test reliability and test validity, and earlier data has been reanalyzed to permit more reliable comparisons over time. NAEP data, although not as familiar as Scholastic Aptitude Test scores, have often been used to evaluate American education and achievement trends. However, more information is needed about learning contexts and school effectiveness: what works; causes of declines; and effects of peers, family, teachers, textbooks, curricula, finances, classroom organization, and special programs. Panel data comparing an individual's performance over the years while exploring contributing factors would be a costly but valuable data collection effort. NAEP might also be used to evaluate special education or compensatory programs, and national labor needs. (GDC)

ED 279 704 TM 870 091

Kirst, Michael W.
Roles, Governance, and Multiple Uses for a New NAEP.

PUB DATE- 86
NOTE- 20p.; One of 46 papers commissioned by the Study Group on the National Assessment of Student Achievement and cited in Appendix B to their final report "The Nation's Report Card" (TM 870 049). For other papers in this group, see TM 870 050-094.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Comparative Testing; *Educational Assessment; Educational Legislation; Educational Policy; Educational Trends; Elementary Secondary Education; *Federal Government; *Government Role; *Measurement Objectives; *National Surveys; Policy Formation; State School District Relationship; Testing Programs; *Test Results
IDENTIFIERS- *National Assessment of Educational Progress

Commissioned papers on the National Assessment of Educational Progress (NAEP) have recommended new roles for NAEP, but its system of governance, as conceived in the 1960s, was not designed for all these functions. The NAEP Policy Committee, revised in 1978, never envisioned the current interest in a linkage system relating local and state assessments of academic achievement to NAEP curricular domains and measurement system. New technologies such as item response theory (IRT) make it feasible to use domain descriptions and item pools for such linkages. The current law, Public Law 95-561 as amended in 1981, needs to be augmented with the new functions envisioned by the Study Group; Section 1242, specifying the Assessment Policy Committee (APC) should be revised to encompass fair comparisons among states and local school districts. The APC membership should also reflect the new emphasis. Members should be appointed by the Secretary of Education, rather than by the organization conducting the assessment. The APC, ideally housed within the Federal Government, would govern the activities of the contractor who administers and analyzes the testing. Sections of Public Law 95-561 and Public Law 98-511, a description of The Advisory Commission on Intergovernmental Relations (created by Congress in 1959), and a summary of the structure of the APC are appended. (GDC)

ED 279 718 TM 870 163

Marsh, Herbert W.; Byrne, Barbara M.

Verbal and Math Self-Concepts: An Extension of the Internal/External Frame of Reference Model.

SPONS. AGENCY- Social Sciences and Humanities Research Council of Canada, Ottawa (Ontario).
PUB DATE- 87
NOTE- 26p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; *Construct Validity; Correlation; Factor Analysis; Factor Structure; Grade 11; Grade 12; High Schools; High School Seniors; *Locus of Control; *Mathematical Models; *Mathematics Skills; *Self Concept; Self Concept Measures; Sex Differences; *Verbal Ability
IDENTIFIERS- Internal External Frame of Reference Model

The internal/external (I/E) frame of reference model describes relations among Verbal self-concept (VSC), Math self-concept (MSC), and corresponding achievement scores (VACH, MACH). In support of the model Marsh (1986) found that: (1) VSC and MSC were nearly uncorrelated; (2) the effect of VACH on VSC, and of MACH on MSC, were positive; but (3) the effects of VACH on MSC, and of MACH on VSC, were negative (higher skills in one area lead to lower self-concepts in the other area). However, the support was limited to responses just to the Self Description Questionnaires by Australian subjects. In the present investigation the findings were replicated with each of three different self-concept instruments for responses by Canadian senior high school students. An extension of the original model to include school grades across all classes, school self-concept, general self-concept, and gender did not affect support for the I/E model. However, this extension provided remarkably strong support for the specificity of multiple dimensions of self, and perhaps for the influence of sex stereotypes on academic self-concepts beyond what can be explained in terms of academic achievement. (Author)

UD

ED 279 732 UD 025 099

Barr, Robert B.
The 1982-83 School Leaver Study of the San Diego Unified School District.
San Diego City Schools, CA. Planning, Research and Evaluation Div.

PUB DATE- 9 Apr 85
NOTE- 50p.; Some pages contain marginally legible print; best available copy. For a related document, see UD 025 100.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Numerical/Quantitative Data (110)
DESCRIPTORS- *Academic Persistence; Data Analysis; Data Collection; *Dropout Characteristics; *Dropout Research; *Dropouts; High Schools; Research Methodology; School Districts; School Holding Power
IDENTIFIERS- San Diego Unified School District CA

San Diego City Schools completed a study to determine: (1) the number of school leavers (dropouts) from district schools during 1982-83 for grades 9 through 12; (2) characteristics associated with school leaving; (3) overall rates of attrition; and (4) attrition rates for students with certain characteristics. The study was intended to update and expand the scope of a 1979-80 study of school leavers. A school leaver was defined as a student who leaves the district before obtaining a high school diploma or passing the California High School Proficiency Examination and who does not enroll in another school or alternative educational program within a specified time period. A computer was used to select the records of students who met these criteria. The study supports the propositions that poor performance and performance disadvantages correlate with high attrition rates in the district and that excellent performance and performance advantages correlate with high persistence and low attrition rates. It is recommended that the district develop early intervention and other school leaver prevention programs to reduce the number of school leavers, paying special attention to the Hispanic and Black students who are especially at risk of leaving school before receiving a high school diploma. Much of the document consists of tables of statistical data. (MW)

ED 279 569 SO 017 908

Schug, Mark C., Ed.
The Economics of the U.S. Constitution.
Joint Council on Economic Education, New York, N.Y.
PUB DATE- 86
NOTE- 21p.
AVAILABLE FROM- Joint Council on Economic Education, 2 Park Avenue, New York, NY 10016 ($10.00/yr.).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Collected Works - Serials (022)
DESCRIPTORS- *Constitutional History; Course Content; Curriculum Guides; Economic Change; *Economics; Economics Education; Government Role; Instructional Materials; *Teaching Methods; *United States Government (Course); *United States History; World History
IDENTIFIERS- Bicentennial; *United States Constitution

In conjunction with the United States Constitution's Bicentennial, this issue is devoted to the contributions the Constitution has made in shaping the U.S. economic system. The main article, "The Economics of the Constitution," provides important insights on how the Constitution influences the economic system through answers to the following questions: (1) "How Did the Constitution Come to be Written as It Is?"; (2) "Whose Interests Were Served by the Document?"; (3) "What Does the Constitution Say?"; (4) "How Important Was the Constitution at the Time and Subsequently?"; and (5) "What Are the Lessons to be Learned?" Included are teaching suggestions presented by four teams of writers in the areas of economics, U.S. history, government, and world history. The suggestions contain students' goals and teaching activities. (KWL)

ED 279 600 SO 018 048

Teeter, Ruskin
The Opening Up of American Education to Black Americans.
PUB DATE- Jan 87
NOTE- 9p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Access to Education; *Blacks; *Civil Rights Legislation; *Educational Discrimination; Educationally Disadvantaged; *Equal Education
IDENTIFIERS- Brown v Board of Education; Plessy v Ferguson

Students, parents, and teachers of today should know full well that even a whole phalanx of educational reforms does not automatically prevail over the social bigotries that persist from the past. This paper provides an uncomfortable reminder of how the democratic purposes of U.S. education must be sustained not only by court decisions and legislative mandates, but by wholesale public understanding that a continued "opening up" of U.S. schools is the only direction possible in a democracy. (Author)

ED 279 775 UD 025 390

Seward Park High School Project CABES, 1985-1986. OEA Evaluation Report.

New York City Board of Education, Brooklyn. Office of Educational Assessment.

PUB DATE- 86

NOTE- 61p.; Some parts of appendices may not reproduce well due to marginal legibility. For the 1983-84 and 1984-85 reports, see ED 269 543 and ED 270 551.

GRANT- G00-830-2143

AVAILABLE FROM- Office of Educational Assessment, New York City Board of Education, 110 Livingston Street, Brooklyn, NY 11201.

LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142)

DESCRIPTORS- *Bilingual Education Programs; Career Education; High Schools; *Hispanic Americans; *Limited English Speaking; *Program Effectiveness; Program Implementation; *Spanish Speaking; Staff Development; Urban Schools; Vocational Education

IDENTIFIERS- *New York (Manhattan)

In 1985-86, the Career Advancement through Bilingual Education Skills (CABES) project was in the final year of a three-year funding cycle at Seward Park High School in Manhattan, New York. The project's major goal was to provide career advancement skills to a population group of 279 students of limited English proficiency (LEP). Included in the career-oriented curriculum for CABES' participants are courses in typing, employability skills, and word processing. There are also bilingual career workshops, as well as content courses in the native language and English as a second language (ESL). Although the project underwent extensive personnel changes in the previous year, in 1985-86 the new staff was able to successfully manage the project, integrate activities with the rest of the school, and bring a measure of prestige to CABES within the school community. Student support services, cultural and extracurricular activities, and staff development and parental involvement activities were provided. The performance of program students on achievement tests indicates that instructional objectives were met in ESL, science, and the career advancement sequence. The objective was not achieved in mathematics due to poor academic performance in the fall term. In future, the school administration should allocate more space to the project, and typing and word-processing skills should be taught bilingually. Appendices include two sample lessons and some sample student writings. (KH)

ED 279 601   SO 018 069

Siegel, Patricia Jo
Lyndon Baines Johnson and Education.
PUB DATE- 83
NOTE- 13p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Historical Materials (060) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Educational Attitudes; Educational Finance; *Educational Legislation; *Educational Policy; Elementary Secondary Education; Political Issues; *Politics of Education
IDENTIFIERS- Higher Education Act 1965

The Higher Education Act of 1965 fulfilled a dream for President Lyndon Baines Johnson. To understand this president's deep interest in education, one must first understand the factors which were responsible for the development of Lyndon Johnson, the man. His family background had much to do with his veneration of education. Both his parents and his grandfather had been educators and his father and grandfather had held public office. Thus, the tradition of public service was instilled in him at an early age. Later, as President, Johnson created a task force to reorganize the United States Office of Education. During his presidency, President Johnson secured the passage of some 60 education and education-related pieces of legislation. The amount of money invested in education almost tripled. Finally, Johnson's numerous educational accomplishments were curtailed by rising energy costs, inflation, and retrenchment during the subsequent, conservative administrations of Presidents Nixon, Ford, and especially Reagan. (BZ)

ED 279 617 SP 028 493

Munro, Petra; Elliott, Jack
Instructional Growth through Peer Teaching.
PUB DATE- 87
NOTE- 17p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Elementary Secondary Education; *Instructional Improvement; Learning Strategies; *Peer Teaching; *Program Development; *Program Evaluation; Staff Development; Teacher Effectiveness; *Teamwork

The peer coaching program described in this paper was designed to promote a teacher self-directed system which established sharing with colleagues through team planning and classroom observation and feedback. While the ultimate goal of the program was to improve instruction and, thereby, to increase student learning, the program also facilitated the exchange of teaching methods and materials, provided teachers with regular positive feedback on their classroom performance from their peers, helped teachers to focus on instructional goal achievement, and relieved the isolation of the classroom. In preparation for the program, 41 teachers (of a total of 133 staff members) attended workshops that provided guidance in teacher observation and feedback skills and discussions on effective teaching and on evaluation methods. Unique features of the program included teachers providing support for their colleagues and assuming responsibility for their professional growth, and the teachers chosing their own coach or coaches rather than having them assigned. A description is given of the peer coaching process and the development of the program. A year-end evaluation of the program is reported, based on interviews with four case studies of participants in the program, two questionnaires completed by the participants, and interviews with division chairpersons and the principal. (JD)

ED 279 649 SP 028 656

Ellis, Arthur K.; And Others
Introduction to the Foundations of Education. Second Edition.
REPORT NO.- ISBN-0-13-484122-0-01
PUB DATE- 86
NOTE- 354p.
AVAILABLE FROM- Prentice Hall, 200 Old Japan Rd., Old Japan, NJ 07675 ($30.00).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Books (010)
DESCRIPTORS- Curriculum; *Educational Change; Educational Finance; *Educational History; Educational Legislation; *Educational Philosophy; Elementary Secondary Education; *Foundations of Education; *Futures (of Society); Government Role; Multicultural Education; Professional Recognition; Social Attitudes; *Teaching (Occupation)

This book is intended to make the reader aware of the connections between the present-day, complex world of schools and the historical, philosphical, political, and economic backdrop out of which they have emerged. Educational topics discussed in the chapters are: (1) Educational Reform: A Beginning; (2) The Personal Choice: To Teach or Not to Teach; (3) Teaching: The Nature of the Profession; (4) Historical Perspectives: Education in the Old World; (5) Historical Perspectives: Education in America; (6) Development of Educational Thought: Philosophical Perspectives; (7) Education and Schooling; (8) Society's Expectations: The Challenge to Education; (9) Contemporary Schooling Patterns; (10) Multicultural Education; (11) Accountability: How Well Are We Doing?; (12) Political Dimensions of Schooling: Federal, State, Local; (13) Finance: Who Pays the Bills? (14) Forces Influencing the Curriculum: Who Decides What is Taught? (15) Curriculum: Purpose, Patterns, and Technology; and (16) Future Directions. Supreme Court cases affecting education that were decided between 1954 and 1983 are appended. (JD)

ED 279 747 UD 025 360

Phau ntawv nrog tes qhia txog California txoj kev kawm txuj ci rau cov niam txiv hais lus Pawg neeg tsawg = A Handbook on California Education for Language Minority Parents--Hmong/English Education.

California State Dept. of Education, Sacramento. Bilingual Education Office.

PUB DATE- 86

NOTE- 66p.; For other handbooks in this series, see UD 025 357-362 and ED 270 531-533.

AVAILABLE FROM- Publications Sales, California State Department of Education, P.O. Box 271, Sacramento, CA, 95802-0271 ($3.25 plus sales tax for California residents).

LANGUAGE- Hmong; English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Other/Miscellaneous (Not Classifiable Elsewhere) (999)

DESCRIPTORS- Ancillary School Services; *Asian Americans; Bilingual Education Programs; Elementary Secondary Education; Limited English Speaking; Parent Materials; Parent Participation; *Parent School Relationship; *Program Descriptions; Public Schools; *School Organization; Tests

IDENTIFIERS- California Assessment Program; *California State Department of Education; *Hmong People

This bilingual handbook, presented in both Hmong and English, is designed to assist parents of language minority students who live in California. The book is part of the technical assistance effort of the State Department of Education to clarify the operations of the California schools to language minority parents so they can better support the education of their children. It provides information on the following: (1) the educational system, enrollment procedures and transportation, especially for elementary and secondary students; (2) basic school programs and curriculum; (3) grades, promotions and testing, with an explanation of the types of tests used in California, such as the California Assessment Program tests and the high school proficiency tests; (4) bilingual education and other services to students who are of limited English proficiency; (5) additional educational programs and services, such as vocational education, continuation education, advanced placement, adult education, child development programs, and summer school; (6) parental involvement with schools, teachers and administrators; and (7) the structure of the public school system. (PS)

ED 279 761 UD 025 374

William H. Taft High School Project HOLA, 1985-1986. OEA Evaluation Report.

New York City Board of Education, Brooklyn. Office of Educational Assessment.

PUB DATE- 86
NOTE- 34p.; Prepared by the OEA Bilingual Education Evaluation Unit. For 1983-85 reports, see ED 266 202 and ED 270 547.
GRANT- G00-830-2149
AVAILABLE FROM- Office of Educational Assessment, New York City Board of Education, 110 Livingston St., Brooklyn, NY 11201.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Achievement; Attendance; *Bilingual Education Programs; Career Awareness; Cultural Education; *English (Second Language); *High Risk Students; *High Schools; Mainstreaming; Spanish Speaking; Student Characteristics
IDENTIFIERS- New York (Bronx); Project HOLA NY

Project HOLA at William H. Taft High School (Bronx, New York) assists foreign-born and Puerto Rican-born students to quickly assists foreign- and Puerto Rican-born students to quickly acquire English language skills and an American cultural orientation; to maintain or improve their Spanish language skills and cultural knowledge; and to be mainstreamed as soon as possible. This report evaluates the success of the project during the 1984-85 and 1985-86 school years. Included in the report are a description of the project, the students, and the short-range and long-range objectives; and conclusions and recommendations. Summative examinations were given participants and analysis of those data indicates the following: (1) students met English language achievement objectives in both the fall and spring semesters; (2) native language gains were statisically significant; (3) the program objectives were met in science and social studies, but not in mathematics; (4) the overall passing rate in orientation to life in America courses was lower than the objective; (5) the objectives for the English as a second language study skills and career curricula were achieved; and (6) the attendance rate of program students was significantly higher than that of non-program students. (PS)

ED 279 570 SO 017 909

Hartoonian, H. Michael; Laughlin, Margaret A.
Decision-Making Skills.
Joint Council on Economic Education, New York, N.Y.
PUB DATE- 86
NOTE- 13p.
AVAILABLE FROM- Joint Council on Economic Education, 2 Park Avenue, New York, NY 10016 ($15.00/yr.).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Collected Works - Serials (022)
DESCRIPTORS- Course Content; Curriculum Guides; Decision Making; *Decision Making Skills; Economics Education; Elementary Education; Elementary School Curriculum; *Instructional Materials; Learning Activities; Problem Solving

The issue emphasizes decision-making skills. Human beings are constantly confronted with choices in all aspects of life. The five basic skill categories in the decision-making process are identified and explained: (1) Conceptualizing; (2) Sequencing; (3) Creating Alternative Sequences; (4) Evaluating Alternatives; and (5) Implementing a Decision. Included are teaching activities for levels Pre-K: "How Do I Choose?"; 1-2: "It's up to Me"; levels 3-4: "Everyday Decisions"; and levels 5-6: "Town Planners." Each contains a list of student goals and a description of teaching activities which incorporate role playing, reasoning, group discussion, sharing experiences, group dynamics, group decision-making, and oral presentation. (KWL)

ED 279 584 SO 017 959

Be a Building Watcher on the Street Where You Live.
Historic Landmarks Foundation of Indiana, Indianapolis.
PUB DATE- 86
NOTE- 7p.
AVAILABLE FROM- Historic Landmarks Foundation of Indiana, 3402 Boulevard Place, Indianapolis, IN 46208 (Free/in state; $.65/out of state).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Historical Materials (060) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Architectural Character; *Architecture; Art Appreciation; *Buildings; Cultural Background; Landscaping; *Local History

Architecture is an art form and a guide to the study of history. By increasing visual awareness of the architectural environment more is learned about the history and cultural heritage of an area, region, or country. In addition, an appreciation for fine craftsmanship, good design, and their influences on individual lives is developed. The article describes some basic steps for becoming a "building watcher" and provides explanations of architectural styles and language for the novice building watcher. Included are pictorial descriptions of buildings found in Indiana which are based on architectural styles dating from the early 1800s to the mid 1900s, elements to look for in buildings, and a list of terms to know. (KWL)

ED 279 633 SP 028 622

Griffin, Teresa B.
The Effects of Abortion on the Self-Concept of Unwed Pregnant Teenage Women.

SPONS. AGENCY- Cleveland State Univ., Ohio.
PUB DATE- 86
NOTE- 119p.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Numerical/Quantitative Data (110)
DESCRIPTORS- *Abortions; Adolescents; Adults; *Emotional Response; Females; Pregnant Students; *Self Concept; Sexuality; Social Attitudes; *Unwed Mothers

This research study compared the self-concept of women who had chosen first trimester abortion to those who were sexually active but had never experienced pregnancy. Subjects were stratified according to age groups: 13-19, 20-29, and 30 years of age and over. The sample was selected from clients of an intercity abortion agency and students of an urban public school system and university. The questionnaires used were: (1) a demographic-socioeconomic data profile; (2) an instrument to determine a sexually active woman; and (3) the Tennessee Self Concept Scale. Results indicated there was no significant difference in self-concept between the two groups except for the Family Self variable. Statistical analysis is presented in tabular form, comparing self-concept by age groups, and a copy of the Tennessee Self Concept Scale instrument is appended. (Author/JD)

ED 279 665 TM 870 052

Carlson, Ken
The National Assessment of Educational Progress in Social Studies.
PUB DATE- Aug 86
NOTE- 22p.; One of 46 papers commissioned by the Study Group on the National Assessment of Student Achievement and cited in Appendix B to their final report "The Nation's Report Card" (TM 870 049). For other papers in this group, see TM 870 050-094.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Achievement Tests; *Citizenship Education; Content Analysis; Content Validity; Educational Assessment; *Educational Objectives; Educational Testing; Elementary Secondary Education; Multiple Choice Tests; *National Surveys; *Social Studies; Test Construction; *Testing Problems; *Testing Programs; Test Length; United States History; Young Adults
IDENTIFIERS- *National Assessment of Educational Progress

This paper discusses the content of the social studies tests of the 1981-82 National Assessment of Educational Progress (NAEP). Selected social studies and citizenship items were administered to 3,200 students aged 9, 13, and 17 and to adults aged 26-35. Twelve sources describing the social studies tests were reviewed, particularly the Citizenship and Social Studies Objectives and the Released Exercises, containing about one-fourth of the test items. The objectives were developed by 255 people, and resulted in 196 specific objectives in five major categories, demonstrating: (1) skills necessary to acquire information; (2) skills necessary to use information; (3) understanding of individual development and communication skills; (4) understanding of and interest in the ways humans organize, adapt to, and change their environment; and (5) understanding of and interest in the development of the United States. There were also 32 mid-level objectives, which are appended. Most of the objectives dealt with content, while some covered discourse, thinking, and values and attitudes. There was concern about content validity, since the categories were not evenly represented. In a number of cases, an argument could be made about the correct alternative from the multiple choice items. (GDC)

ED 279 679 TM 870 066

Haertel, Edward H.
Domain Definition and Exercise Generation as Functions of the
  National Assessment of Educational Progress.
PUB DATE- 27 Sep 86
NOTE- 18p.; One of 46 papers commissioned by the Study Group on the
  National Assessment of Student Achievement and cited in Appendix B
  to their final report "The Nation's Report Card" (TM 870 049). For
  other papers in this group, see TM 870 050-094.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Achievement Tests; *Criterion Referenced Tests;
  *Educational Assessment; *Educational Objectives; Educational
  Testing; Elementary Secondary Education; Item Banks; Latent Trait
  Theory; Measurement Objectives; *National Competency Tests;
  National Surveys; State Surveys; *Test Construction; Testing
  Programs; Test Items; Test Results; Test Use
IDENTIFIERS- *National Assessment of Educational Progress

It has been recommended that the National Assessment of Educational Progress (NAEP) specify comprehensive exercise domains to measure academic achievement, and provide a national item pool to measure the objectives in these domains. These domain specifications and item pools would serve to satisfy the increasing demand for valid, accurate, and detailed testing and interpretation. Item response theory (IRT) can be used to tailor tests to different purposes and populations. The domain would consist of a set of objectives, hierarchically organized, spanning some range of cognitive learning outcomes. The corresponding item pool would include items written according to the specifications for each objective, appropriately reviewed, field tested, and calibrated. Nationally developed domains and item pools could be used to compare states' curriculum guidelines, describe achievement trends, and quantify achievement in a manner superior to traditional norm referenced tests. NAEP, at the Federal level, provides the natural vehicle for such efforts. Domain descriptions in each curriculum area should represent the content at various levels of aggregation and reflect skill hierarchy, referent generality, and instructional sequence. Implementation issues requiring further consideration involve comprehensiveness of outcome domains, including items for all objectives and affective objectives; choice of IRT model, standards and criteria; and reporting of results. (GDC)

ED 279 692 TM 870 079

Quellmalz, Edys
Recommendations for the Design of NAEP Writing Tasks.

PUB DATE- 86
NOTE- 9p.; One of 46 papers commissioned by the Study Group on the National Assessment of Student Achievement and cited in Appendix B to their final report "The Nation's Report Card" (TM 870 049). For other papers in this group, see TM 870 050-094. Blurred type throughout document.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Educational Assessment; Elementary Secondary Education; *Essay Tests; *Measurement Objectives; National Surveys; *Test Construction; Testing Problems; Testing Programs; *Writing Evaluation
IDENTIFIERS- *National Assessment of Educational Progress; Test Specifications

Recommendations are made for the National Assessment of Educational Progress (NAEP) assessment of informative, persuasive, and imaginative writing. Five major objectives should be assessed by NAEP: (1) writing as a way of thinking and learning; (2) writing to accomplish a variety of purposes; (3) managing the writing process; (4) controlling forms of written language; and (5) valuing writing. However, the present scheme for design and selection of writing tasks is very general and does not seem to measure all five objectives. A better framework, like the one developed for the International Study of Achievement in Written Composition, is needed to define, classify, and interrelate what is assessed. Detailed task specifications are also needed, as well as expanded coverage of underrepresented tasks. A synthesis of current theory and research on writing skill development and assessment should be used to explain the reasons for including certain tasks. Use of task specifications is recommended to develop teacher-designed exercises, parallel tasks, and cross-age tasks. Allowing students to choose a writing topic, providing greater amounts of writing time, and paying more attention to writing in the content are among the improvements suggested. A more balanced combination of test developers should include state and local assessment personnel, curriculum experts, and representatives of the research and measurement communities. (GDC)

ED 279 705 TM 870 092

Williams, Joanna P.
Assessment at Age Seven.
PUB DATE- Aug 86
NOTE- 14p.; One of 46 papers commissioned by the Study Group on the National Assessment of Student Achievement and cited in Appendix B to their final report "The Nation's Report Card" (TM 870 049). For other papers in this group, see TM 870 050-094.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Beginning Reading; Concurrent Validity; Educational Assessment; *Educational Testing; *Evaluation Needs; Grade 1; *Grade 2; Measurement Objectives; National Surveys; Prereading Experience; Primary Education; Reading Skills; *Reading Tests; Skill Development; Testing Programs; *Young Children
IDENTIFIERS- *National Assessment of Educational Progress

This paper presents arguments in favor of adding reading achievement at age seven to the National Assessment of Educational Progress (NAEP). Progress in reading is developmental. At age seven, most children are in the midst of the crucial stage of beginning reading; by age nine, those making normal progress have moved beyond this stage. Much of what is involved in mature reading is developed during the beginning stage of reading. There is a substantial gap in NAEP's evaluation of reading progress because of the lack of early testing. At age seven (unlike at later ages) important aspects of reading proficiency can be isolated and tested separately. Thus, more than one single scale of overall reading proficiency can be provided. At this age, there is still a wide range of proficiency in certain pre-reading skills that are important predictors of reading ability. Assessment of these skills would provide precise information concerning children who are relatively poor readers. The validity of differing interpretations of the results of recent NAEP assessments, as well as other hypotheses, can be tested with data collected at age seven. (LMO)

ED 279 719 TM 870 165

Lewis, Clayton
Why and How to Learn Why: Analysis-Based Generalization of Procedures.
Colorado Univ., Boulder. Dept. of Computer Science.
SPONS. AGENCY- Office of Naval Research, Washington, D.C. Psychological Sciences Div.

REPORT NO.- CS-CU-347-86
PUB DATE- Oct 86
NOTE- 77p.
CONTRACT- N00014-85-K-0452
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Cognitive Style; College Students; Computer Science; Encoding (Psychology); Experience; *Generalization; *Heuristics; Higher Education; *Learning Strategies; Learning Theories; *Models; Prior Learning; Retention (Psychology); Test Items
IDENTIFIERS- *Analogy

Computer learners often develop explanations of events they observe during training. Recent work on generalization suggests that explanations may be valuable in permitting learners to develop generalizations from one or a few examples. This study explores the idea by describing four generalization paradigms in which explanations play a part: explanation-based generalization (EBG), structure mapping analogical generalization (SMAG), modificational analogical generalization (MAG) and synthetic generalization (SG). It describes a model, the EXPL system, which is capable of applying MAG or SG to the generalization of simple procedures in human-computer interaction. It presents evidence that EXPL's analysis procedure, which constructs explanations as needed by MAG or SG, embodies heuristic principles used by human learners, and that MAG provides a good account of some human generalization, when retention of examples is not a problem. (Author/JAZ)

ED 279 733 UD 025 100

Barr, Robert B.
An Essay on School Dropout for the San Diego Unified School District.
San Diego City Schools, CA. Planning, Research and Evaluation Div.
PUB DATE- Jun 87
NOTE- 45p.; For a related document, see UD 025 099.
LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
Reports - Research/Technical (143)
DESCRIPTORS- *Academic Persistence; *Dropout Characteristics; Dropout Prevention; Dropout Research; *Dropouts; Educational Environment; *School Holding Power; Secondary Education; Student Attrition; *Systems Approach
IDENTIFIERS- San Diego Unified School District CA

This essay is a companion document to a statistical study of student dropouts conducted by the San Diego City Schools. Various definitions of dropout are presented, as well as a discussion of types of dropout or attrition rates: (1) annual dropout rate; (2) enrollment ratio dropout rate; (3) cumulative tracking dropout rate; and (4) estimated cumulative dropout rate. Based on a review of the literature, demographic, school- related, and other characteristics of dropouts and factors leading to the decision to drop out are described. A systems theory perspective is used to identify three general classes of factors that affect a school system's dropout rate: (1) characteristics of the students entering the school system (input factors); (2) characteristics, policies, and programs of the system itself (throughput factors); and (3) economic and social conditions of the surrounding community, state, and nation (environmental factors). To establish the foundation for a theory of retention, four types of dropout/attrition explanation are distinguished, made up of two kinds--academic and empowering, and two levels--individual and school system. Within a systems perspective, an empowering theory of student retention is proposed. According to this model, a school system can increase its student retention rate by successfully delivering communications of personal support to each student and enabling each student to successfully meet meaningful academic challenges. Forty-two references are provided. (MW)

SP

ED 279 602 SP 027 915

School Improvement Through Inservice on Accreditation and
Self-Evaluation. Revised.

Alaska Northwest Association, Anchorage.

PUB DATE- Aug 86
NOTE- 59p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Academic Standards; *Accreditation (Institutions); Educational Resources; Elementary Secondary Education; *Program Development; *Public Schools; *Self Evaluation (Groups)
IDENTIFIERS- *Alaska

This inservice document provides information for educators responsible for designing a preliminary plan for completion of a self-study which leads to accreditation by the Northwest Association of Schools and Colleges. Accreditation of public schools in Alaska is controlled locally and is voluntary. The first section of this manual briefly describes the Alaska accreditation statutes and the rationale for accreditation. Section 2, using a question-answer format, explains what accreditation is, what responsibilities are assigned to whom in the planning process, how self-evaluation is conducted, and why these actions are taken. The third section explains and discusses the purpose and value of a self-study, suggests timelines and procedures, and provides assistance and instruction on the process and procedures that may best be utilized to coordinate the National Study of School Evaluation and Northwest Association and Alaska Committee materials. The responsibilities of all persons and groups involved in conducting the study are specified. Available materials are listed in an appendix. (JD)

ED 279 618 SP 028 500

Whitmer, Jeffrey C.
Comparison of the Three Teaching Methods: Cooperative, Competitive, and Individualistic.
PUB DATE- 86
NOTE- 39p.; Exit Project, Indiana University. Table 3 will not reproduce clearly.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Reference Materials - Bibliographies (131) Dissertations/Theses - Undetermined (040)
DESCRIPTORS- Classroom Techniques; *Comparative Analysis; Elementary Secondary Education; *Instructional Effectiveness; *Learning Strategies; *Teaching Methods

A comparative study is presented of three types of teaching methods: cooperative, competitive, and individualistic. It is pointed out that while studies related to this topic show that the cooperative method seems to be the most widely used and perceived as the most beneficial for teaching students, competitive and individualistic teaching methods can also create a positive learning atmosphere and experience in the classroom. The first three parts of the study contain annotations of writings that examine areas in which the three teaching methods are most effective with students. The last and major part of the study compares the three instructional methods and where they are best administered in the education of students. The annotations describe how a particular teaching method is related to certain areas of educating different types of students. Summaries are provided of each of the three teaching methods and some recommendations are made. The data from the study are displayed in tables and a bibliography is included. (JD)

ED 279 776 UD 025 391

Adlai E. Stevenson High School Bilingual Education and Career Awareness Program, 1985-1986. OEA Evaluation Report.

New York City Board of Education, Brooklyn. Office of Educational Assessment.

PUB DATE- 86
NOTE- 72p.; Some parts of appendices may not reproduce clearly due to marginal legibility.
GRANT- G00-830-2767
AVAILABLE FROM- Office of Educational Assessment, New York City Board of Education, 110 Livingston Street, Brooklyn, NY 11201.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Bilingual Education Programs; *Career Education; Curriculum Development; High Schools; Hispanic Americans; Industrial Arts; *Limited English Speaking; *Program Implementation; Staff Development; Urban Schools; *Vocational Education
IDENTIFIERS- *New York (Bronx)

In 1985-86, the Bilingual Education and Career Awareness (BECA) Program at Adlai Stevenson High School (Bronx, New York) completed the final year of a three-year funding cycle. The program offered a bilingual academic and industrial arts/vocational education program to 250 Hispanic students of limited English proficiency (LEP) in grades 9-12. The program's main goals were to increase students' English and Spanish proficiency, to help them meet high school graduation requirements, and to sharpen their vocational goals. Title VII provided funds for administrative and support services staff; other personnel, including the project director and classroom teachers, were funded through other means. In addition to regular academic and language classes, Project BECA provided student support services (including individual and group guidance sessions) and conducted successful staff development and parent participation activities. In general, Project BECA achieved its primary academic and career awareness goals and is effectively integrated with the school's activities. Most instructional goals were met (the achievement scores of program participants were high) and students met proposed objectives in attendance and dropout reduction. This report includes recommendations for a new program, and appendices which provide supplementary data on staff, students, and course offerings, a student publication, and an outline of a bilingual course in recordkeeping. (KH)

ED 279 650 SP 028 657

Nommay, Louanne
Education in Japan: What Does It Mean to the U.S.?

PUB DATE- Jun 86
NOTE- 31p.; Exit Project, Indiana University.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
Reference Materials - Bibliographies (131)
DESCRIPTORS- *Academic Achievement; Academic Aspiration; College Bound Students; *Comparative Analysis; Elementary Secondary Education; *Learning Motivation; *Social Attitudes; State Standards; Testing
IDENTIFIERS- *Japan; *United States

This study surveys recent literature on education in Japan to determine what elements of the Japanese educational system could be incorporated into America's pedagogical system. There are four sections with the following titles: (1) What comparisons are being made between Japanese and American students in achievement and IQ tests scores? (2) How does the Japanese educational system differ from the American? (3) What are the attitudes of each nation toward its educational system? and (4) Should the United States model its educational system after Japan's? Annotations are presented of research journals, research periodicals, abstracts, and current literature. Suggestions are offered on what Japanese educational practices the United States should and should not adopt. A bibliography of the literature reviewed is included. (JD)

ED 279 571 SO 017 927

Reviews of National Policies for Education: Spain.
Organisation for Economic Cooperation and Development, Paris (France).

REPORT NO.- ISBN-92-64-12902-2
PUB DATE- 86
NOTE- 108p.
AVAILABLE FROM- OECD Publications and Information Center, Suite 1207, 1750 Pennsylvania Ave., N.W., Washington, DC 20006-4582.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Comparative Education; Curriculum Problems;

Decentralization; *Educational Change; Educational History; Educational Innovation; Educational Needs; Educational Planning; *Educational Policy; *Educational Practices; Elementary Secondary Education; Enrollment; Foreign Countries; Higher Education; Teacher Education
IDENTIFIERS- *Spain

Recent reforms affecting every aspect of Spain's educational system are reviewed in this report. The first part presents the observations of three educators from other European countries ("The Examiners' Report"). Part 2 is a "Record of the Review Meeting" held in Paris in December of 1985 10 months after the examiners' visit to Spain. Questions of the examiners and other attendees are addressed to the Spanish delegation (of 10 members) and partly based on the "Summary of the Background Report." The latter forms part 3 of this document, a publication of the Center for Educational Research and Documentation, Madrid (1985). The Review Meeting Report includes a brief by the Spanish Minister of Education and Science on legislative and other educational reforms underway in Spain. Subsequent discussion deals with many concerns. Questions of determining priorities are raised between capital expenditure and teacher training, both preservice and inservice. While decentralization is desirable, caution must be exercised to avoid inequalities of resources and educational opportunities between various regions. The quality of education and the reduction of the high dropout rate is the overriding concern of the reforms at the lower secondary level. At the upper secondary level the report criticizes the out-of-date curriculum for upper-ability students and low esteem and lack of resources for vocational students. The advantages of a comprehensive education and training system are discussed. Of major concern are the effects of rapid enrollment increases at teaching training institutions and the high drop-out rate in the initial years of study for prospective teachers. Ways and means of increasing the graduation success rate while enhancing the universities' research role are considered. (KWL)

ED 279 585 SO 017 961

Gama, Elizabeth M. P.
Conceptual and Methodological Considerations of Educational Disparities.
PUB DATE- 86
NOTE- 12p.; Paper presented at the Annual Meeting of the American Educational Research Association (70th, San Francisco, CA, April 16-20, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Reports - Descriptive (Program/Project Descriptions) (141)
Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Access to Education; Educational Development; *Educational Planning; *Educational Policy; Educational Practices; *Educational Research; Elementary Education; *Equal Education; Foreign Countries; Political Influences; *Socioeconomic Influences
IDENTIFIERS- Brazil

Investigations into the Brazilian education system indicate the system's inadequacies in democratizing education. Instead, education is accessible to those who can afford it and not to those who most need it. Although research evidence consistently shows the positive relationship between socioeconomic characteristics and school access and performance as well as the level and equality of education, this relationship is mediated by other factors that include curriculum, methodology, availability of resources, length of period at school, and student/teacher characteristics. The paper also discusses the regional dimension of disparities which has important implications for educational planning for both political and technical reasons. Previous studies of inter- and intra-regional disparities of education in the state of Espirito Santo are also analyzed. A list of references is included.(KWL)

Misassignment of Teachers in the Public Schools. ERIC Digest 14.
ERIC Clearinghouse on Teacher Education, Washington, D.C.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 86
NOTE- 4p.
CONTRACT- 400-83-0022
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Administrator Responsibility; Elementary Secondary Education; *Public School Teachers; *Teacher Distribution; Teacher Effectiveness; *Teacher Placement; *Teacher Qualifications; Teacher Shortage
IDENTIFIERS- ERIC Digests; *Teacher Misassignment

Public criticism of the quality of teaching in the schools has put pressure on teacher education programs to improve curriculum. The problem of quality instruction, however, may rest to a large extent with administrators who assign teachers inappropriately in the schools and with state education agencies that sanction the practice. One estimate is that more than 200,000 teachers in the United States are assigned to teach subjects and grade levels outside their areas of certification. This digest discusses why administrators misassign staff, the extent of misassignment, where misassignment occurs, results of misassignment, and who is responsible for misassignment. (Eight references are included.) (JD)

ED 279 693 TM 870 080

Reckase, Mark D.

Position Paper on the Potential Use of Computerized Testing Procedures for the National Assessment of Educational Progress.

PUB DATE- 4 Sep 86
NOTE- 20p.; One of 46 papers commissioned by the Study Group on the National Assessment of Student Achievement and cited in Appendix B to their final report "The Nation's Report Card" (TM 870 049). For other papers in this group, see TM 870 050-094.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Achievement Tests; *Adaptive Testing; *Computer Assisted Testing; Disabilities; *Educational Assessment; Educational Testing; Elementary Secondary Education; National Surveys; Test Construction; Testing Problems; *Testing Programs
IDENTIFIERS- *National Assessment of Educational Progress

The current technology of computerized testing is discussed, and a few comments are made on how such technology might be used for assessing school-related skills as part of the National Assessment of Educational progress (NAEP). The critical feature of computerized assessment procedures is that the test items are presented in interactive fashion, allowing the examinee and the computer to alternate in transmitting information. Two of the more popular of the many possible procedures are computerized adaptive testing (CAT) and computerized personality assessment. Advantages of CAT (and other computerized assessment procedures) include flexibility in item selection and administration time, efficiency, greater test security, and clerical processing power. Disadvantages include the cost of the computer equipment, amount of needed computer storage power, and the quality of graphic presentations on the cathode ray tube screen. Other factors relating to computerized testing are: (1) item types; (2) dimensionality of tests; (3) sampling of the content domain; (4) effects of the interaction of mode of presentation and test item; (5) equating of procedures, especially CAT, with less precise paper and pencil tests; (6) test quality--balancing test length versus precision; (7) item pool characteristics; (8) item selection; (9) test scoring; (10) determining the final item (test length); (11) human factors; and (12) the impossibility of omitted items. Testing of students with disabilities is a promising application of computerized assessment for NAEP. (GDC)

ED 279 706 TM 870 093

Williams, Paul L.
NAEP Writing Assessment: A Committee Member's Perspective.

PUB DATE- Sep 86
NOTE- 4p.; One of 46 papers commissioned by the Study Group on the National Assessment of Student Achievement and cited in Appendix B to their final report "The Nation's Report Card" (TM 870 049). For other papers in this group, see TM 870 050-094.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)

DESCRIPTORS- *Educational Assessment; Educational Testing; Elementary Secondary Education; Evaluation Criteria; Holistic Evaluation; *Measurement Objectives; *National Surveys; *Scoring; State Programs; State Surveys; *Testing Programs; *Writing Evaluation
IDENTIFIERS- *National Assessment of Educational Progress

A major issue facing the National Assessment of Educational Progress (NAEP) Writing Assessment is its relationship with the most frequently encountered measurement practices among State Education Agencies (SEAs) and Local Education Agencies (LEAs). Should NAEP conduct its assessments in a fashion that represents how things should be, or reflect the status of how things really are in the nation's schools? Clearly, at some point the debate must be resolved so that program planning can move forward. The predominant method of scoring writing within NAEP is Primary Trait. Most state and local assessments do not use trait scoring. States with well developed writing programs use either focused holistic or analytic scoring, or a combination of the two. NAEP scoring might better reflect an appropriate practice by addressing factors such as: (1) the identification of elements of composition that are desirable given current practice and curricular/instructional direction among the state and local education agencies; (2) the desirable mix of text level and sentence level elements; (3) the applicability of the scoring criteria at the classroom level; (4) the applicability of the scoring criteria across grades; (5) the level of competence elicited by the criteria; and (6) the composition of the group that determines the scoring criteria and rater quality. (GDC)

ED 279 720 TM 870 166

Flaitz, Jim
Why Intelligence Tests Must Change.
PUB DATE- 20 Nov 86
NOTE- 14p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Memphis, TN, November 19-21, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Brain Hemisphere Functions; Cognitive Ability; *Cognitive Measurement; Diagnostic Tests; *Intelligence Tests; Measurement Techniques; Piagetian Theory; *Testing Problems

Today's tests of intelligence are largely unchanged over the past 70 to 80 years, despite substantial changes in the way intelligence is conceptualized. The history of intelligence testing reveals that much more has been done to perfect the measurement of traits that are static and immutable than has been done to make or keep intelligence tests relevant. The major factors that make today's intelligence tests suspect are the advances in theory, especially so in the area of cognitive psychology; more extensive needs of clinicans; and changes in the populations with which intelligence tests are being used. Tomorrow's tests will have to be more theory-based, produce better diagnostic information, and be relevant to the types of test-takers with which they will increasingly be used. However, changes in tests will not occur overnight, as publishers will not move rapidly in the absence of a proven market, and the market will not arise until test users are widely educated to the deficiencies of the existing tests and the promise of tomorrow's tests. (Author)

ED 279 734 UD 025 242

Impact of Government Anti-Poverty Programs Declines: Benefit Cuts Increase Poverty among Families with Children.
Center on Budget and Policy Priorities, Washington, DC.
PUB DATE- Nov 86
NOTE- 16p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- Economically Disadvantaged; Economic Factors; Eligibility; Low Income; *Low Income Groups; *Poverty; *Poverty Programs; Social Work; Socioeconomic Status; *Welfare Recipients; *Welfare Services
IDENTIFIERS- *Bureau of the Census; Social Security

The anti-poverty impact of government benefit programs has decreased since 1979 due to budget cuts during the Reagan Administration and the failure of states to keep benefits up with inflation. Since 1979, 30 percent of the increase in poverty has been among families with children, and half of the increase since 1981 is due to the declining ability of those programs to alleviate family poverty. The analysis focuses on the following three programs: (1) cash benefit programs; (2) food and housing benefits; and (3) social security. Their impact on families with children is discussed. The group hit most severely by the decline in anti-poverty effectiveness has been female-headed families with children. If programs had lifted the same percentage out of poverty as they did in 1979, 281,000 fewer female-headed families would have been poor. (PS)

ED 279 748 UD 025 361

A Handbook on California Education for Language Minority Parents--Laotian/English Edition.

California State Dept. of Education, Sacramento. Bilingual Education Office.

PUB DATE- 86

NOTE- 70p.; For other handbooks in this series, see UD 025 357-362 and ED 270 531-533.

AVAILABLE FROM- Publications Sales, California State Department of Education, P.O. Box 271, Sacramento, CA, 95802-0271 ($3.25 plus sales tax for California residents).

LANGUAGE- Lao; English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Other/Miscellaneous (Not Classifiable Elsewhere) (999)

DESCRIPTORS- Ancillary School Services; Asian Americans; Bilingual Education Programs; Elementary Secondary Education; Lao; Laotians; Limited English Speaking; Parent Materials; Parent Participation; *Parent School Relationship; *Program Descriptions; Public Schools; *School Organization; Tests

IDENTIFIERS- California Assessment Program; *California State Department of Education

This bilingual handbook, presented in both Laotian and English, is designed to assist parents of language minority students who live in California. The book is part of the technical assistance effort of the State Department of Education to clarify the operations of California schools to language minority parents so they might better support the education of their children. It provides information on the following: (1) the educational system, enrollment procedures and transportation, especially for elementary and secondary students; (2) basic school programs and curriculum; (3) grades, promotions and testing, with an explanation of the types of tests used in California, such as the California Assessment Program tests and the High School Proficiency tests; (4) bilingual education and other services to students who are of limited English proficiency; (5) additional educational programs and services, such as vocational education, continuation education, advanced placement, adult education, child development programs, and summer school; (6) parental involvement with schools, teachers and administrators; and (7) the structure of the public school system. (PS)

ED 279 762   UD 025 375

High School Summer Prep Program, 1985. Final Report. OEA Evaluation Report.

New York City Board of Education, Brooklyn. Office of Educational Assessment.

PUB DATE- 85
NOTE- 31p.; Prepared by the High School Evaluation Unit.
AVAILABLE FROM- Office of Educational Assessment, New York City Board of Education, 110 Livingston Street, Brooklyn, NY 11201.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Compensatory Education; English Instruction; *High Risk Students; High Schools; *Limited English Speaking; Mathematics Instruction; Peer Counseling; Student Attitudes; Summer Programs; *Transitional Programs; Urban Education

IDENTIFIERS- *New York (New York)

This report evaluates New York City's Summer High School Preparation for Raising Educational Performance (PREP) program, which was designed to ease Chapter 1-eligible students' transition from junior to senior high school. The report contains the following: (1) an introduction with information on program background, objectives, and methodology; (2) information on program implementation, including staffing, student recruitment, and counseling; (3) assessment of program outcome; (4) results of a student attitude survey; and (5) conclusions and recommendations. Summer PREP operated in 1985 for 22 days at 45 high schools. It targeted incoming ninth and tenth grade students scoring two or more years below grade level on nationally normed reading or mathematics tests, as well as limited English proficient and special education students. Pupils received three hours of instruction daily. Afternoon sessions included trips and other special activities. According to the assessment, PREP's goal that 70 percent of participants demonstrate improvement on norm-referenced reading and mathematics tests was not met. Students' attitudes toward school were initially positive and remained so. It is recommended that recruitment should begin earlier in the spring; use of student mentors should be continued and their roles expanded; and program assessment methods should be reconsidered. (PS)

ED 279 651 SP 028 664

The Revolution That Is Overdue. Looking Toward the Future of Teaching and Learning. A Report of the AFT Task Force on the Future of Education.

American Federation of Teachers, Washington, D.C.

PUB DATE- 86

NOTE- 19p.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142)

DESCRIPTORS- *Change Strategies; *Educational Change; Elementary Secondary Education; Faculty Mobility; *Professional Recognition; Public Schools; Teacher Associations; Teacher Recruitment; Teacher Salaries; Teacher Shortage; *Teaching (Occupation); *Unions

IDENTIFIERS- *American Federation of Teachers

This report sets forth the position of the American Federation of Teachers (AFT) on reform measures in the public schools. The first section deals with securing and retaining an adequate number of talented teachers through the professionalization of teaching. Recommendations are made on professional salaries; teacher shortage areas and the shortage of minority teachers; teacher education, testing, certification, and induction; professional advancement and teacher mobility. The second section is devoted to considerations of school structure and governance. In the third section, the question is raised of choices within the public schools--magnet schools, alternative schools, schools within a school, open enrollment, and elective courses. The position of the AFT is one of remaining open to the discussion of choice options if such options fulfill the educational conditions, goals, and outcomes established by states and local communities. In the final section, the role of the AFT in the improvement of education is discussed, and considerations are offered for the guidance of state and local federations engaged in the development of education reform proposals. (JD)

ED 279 666 TM 870 053

Carroll, John B.
Scales and Other Problems in the NAEP Reading Assessment: Critical Comments.

PUB DATE- 18 Aug 86
NOTE- 41p.; One of 46 papers commissioned by the Study Group on the National Assessment of Student Achievement and cited in Appendix B to their final report "The Nation's Report Card" (TM 870 049). For other papers in this group, see TM 870 050-094.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Research/Technical (143)
DESCRIPTORS- Educational Assessment; Elementary Secondary Education; Equated Scores; *National Surveys; Rating Scales; Reading Achievement; *Reading Skills; *Reading Tests; Scaling; Scores; Test Construction; *Testing Problems; *Testing Programs; *Test Interpretation; Test Results; Young Adults
IDENTIFIERS- *National Assessment of Educational Progress; Sequential Tests of Educational Progress; Unidimensional Scaling

Two major issues are addressed in this commentary on the National Assessment of Educational Progress (NAEP) reading assessment: the design of the reading proficiency scale and interpretation of test data; and the dimensionality of this scale and the possibility of supplying data on specific skill dimensions. An examination of NAEP data and the five levels indicated by the scale scores indicated problems in interpretation and reporting of test results. Controversies concerning the validity and measurement of reading subskills are discussed. Although the current NAEP reading scales are considered acceptable, several recommendations are made: (1) supplementary information on readability levels and grade placements should be provided for the Reading Proficiency Scale; (2) reports furnished to the public should express the variability features of assessment data; (3) proficiency in word decoding, vocabulary knowledge, and reading speed should be measured; and (4) although testing need not be extended to children under 9, testing of a representative sample of adults is recommended. (GDC)

ED 279 680 TM 870 067

Haney, Walt; Madaus, George
Effects of Standardized Testing and the Future of the National Assessment of Educational Progress. Working Paper for the NAEP Study Group.
PUB DATE- Sep 86
NOTE- 37p.; One of 46 papers commissioned by the Study Group on the National Assessment of Student Achievement and cited in Appendix B to their final report "The Nation's Report Card" (TM 870 049). For other papers in this group, see TM 870 050-094.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Achievement Tests; *Educational Assessment; Educational Policy; Educational Testing; *Educational Trends; Elementary Secondary Education; Evaluation Utilization; *Futures (of Society); Higher Education; National Surveys; Standardized Tests; *Testing Problems; Testing Programs; *Test Use
IDENTIFIERS- *National Assessment of Educational Progress

Topics related to the National Assessment of Educational Progress (NAEP) are discussed. Issues affecting the impact of testing on education include: what is tested; how scores are referenced; internal versus external sources of testing; and the rewards, sanctions, or stakes associated with test results. Testing has both intentional (direct) and indirect effects. Seven principles regarding the impact of testing are especially true when the tests are used for important social decisions: (1) measuring any social indicator results in its distortion or change in status; (2) the power of testing is determined by the perception of its effects; (3) teachers will teach to the test; (4) previous tests influence curriculum content; (5) instruction and learning are adjusted to test format; (6) test results become a major goal of education; and (7) control of the curriculum is transferred to the testing agency. NAEP can use test information: (1) to inform policy makers about the current state of education, or (2) as administrative devices in policy implementation. NAEP is the most valid source of national achievement data and has been designed to inform educational policy making, rather than to direct it. Increasing its policy-making ability might have distorting effects or threaten test validity. It has been, and will continue to be useful as a model for other testing activities. (A list of ERIC references concerning assessment is included.) (GDC)

ED 279 586 SO 017 962

Stambler, Moses
Providing Health Care For Israel's Diverse Ethnic and Religious Populations: Needs, Perceptions, Services, Structures, and Administrative Changes.
PUB DATE- 86
NOTE- 118p.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Cultural Influences; Delivery Systems; Foreign Countries; *Health Education; *Health Needs; Health Personnel; Health Programs; Health Services; Higher Education; Instructional Materials; *Primary Health Care; Resource Materials
IDENTIFIERS- Israel

This publication addresses the issues of diverse health care needs and perceptions of the people of Israel based on their ethno-cultural backgrounds. Also studied is the provision of health care services and delivery systems as well as changes in the health care structure with emphasis on regionalization and community oriented primary health care. The book contains six parts (1)

"Population Groups in Israel"; (2) "Perceptions of Health By Different Populations"; (3) "Epidemiological Perspectives on Health: Health Needs of Different Population Groups"; (4) "Structure and Functions of Israeli Health Services"; (5) "Problems and Fragmentation of Israel's Health System"; and (6) "Structural Redesigns to Meet the Health Needs of Israel's Populations." An extensive bibliography is included. (KWL)

ED 279 603 SP 027 962

Time for Results: The Governors' 1991 Report on Education.

National Governors' Association, Washington, D.C.

PUB DATE- Aug 86
NOTE- 167p.; For individual task force reports, see SP 027 963-969.
AVAILABLE FROM- National Governors' Association Publications Office, 444 N. Capitol St., Washington, DC 20001-1572 ($12.95).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Proceedings (021) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Change Strategies; *Educational Change; Educational Facilities; Educational Technology; Elementary Secondary Education; *Government School Relationship; Higher Education; High Risk Students; Leadership; Parent Participation; *State Action; Teacher Recruitment
IDENTIFIERS- *Time for Results (Governors 1991 Report on Educ)

At its meeting in August 1985, the members of the National Governors' Association formed seven task forces for the purpose of examining in-depth critical problem areas in American education. Focus was upon problems in the areas of: (1) teaching; (2) leadership and management; (3) parent involvement and choice; (4) readiness; (5) technology; (6) school facilities; and (7) college quality. In this monograph, summaries, reports, and recommendations from the task forces are presented. Main recommendations generated by the reports include: (1) Now is the time to work out a fair, affordable career ladder salary system that recognizes real differences in function, competence, and performance of teachers; (2) States should create leadership programs for school leaders;

(3) Parents should have more choice in the public schools their children attend; (4) The nation--and the states and school districts--need better report cards about results, about what students know and can do; (5) School districts and schools that are inefficient should be taken over by the state and reorganized; (6) School buildings should be in use all year; (7) States should work with preschool children from poor families to help them get ready for school and to decrease chances they will drop out later; (8) Better use of technologies is an important way to give teachers more time to teach; and (9) States should insist that colleges assess what students actually learn while in college. (JD)

ED 279 619 SP 028 501

Allen, Jane
Humor, Praise, and Criticism: Considerations for the Middle School Classroom Teacher.

PUB DATE- Nov 85
NOTE- 61p.; Exit Project, Indiana University.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Reference Materials - Bibliographies (131) Dissertations/Theses - Undetermined (040)
DESCRIPTORS- Academic Achievement; Adolescents; *Classroom Techniques; Developmental Stages; *Humor; *Middle Schools; Negative Reinforcement; Positive Reinforcement; Secondary Education; Student Characteristics; *Student Reaction; *Teacher Behavior; Teacher Effectiveness

This study examined the recent research dealing with humor, praise, and criticism in the classroom and evaluated the results with respect to the early adolescent. It is posited that the use of humor, praise, and criticism can both positively and negatively affect the academic achievement and social growth of students at the middle level of education. The study is organized in the form of an annotated bibliography. The four major sections are: humor, praise, criticism, and literature on early adolescence. The literature in each of the first three sections is arranged and annotated under the headings of positive effects and negative effects. The early adolescent literature is arranged and annotated under the headings of general characteristics, behavior, self-concept/self-esteem, and middle school programs. A summary of the research is provided and some considerations for the middle school teacher are presented in the conclusions. A bibliography of the research reviewed concludes the report. Appended are a chart on stages of development and types of humor, a list of learner traits, and a brief article on the developmental needs of young adolescents

and how schools can respond. (JD)

ED 279 635 SP 028 626

Abel, Frederick J.; And Others
Q-ing Process: Questions Model for Developing a Middle School.
PUB DATE- 87
NOTE- 29p.; Matrix, pages 17-18, contains small print.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Change Strategies; Institutional Characteristics; *Junior High Schools; *Middle Schools; Models; Needs Assessment; *Organizational Change; Organizational Development; Secondary Education
IDENTIFIERS- Montana State University

This paper describes a model for converting junior high schools to middle schools. The model guides educators through a series of questions which, when answered, will hopefully produce a school with those characteristics which exemplify a good middle school. The model was developed by eight inservice educators, from broad educational perspectives, as a part of an innovative course at Montana State University. This course was a simulation of the conversion of a junior high to a middle school. As important as the model itself, was the process involved in producing the product. The process can be used in both undergraduate and graduate teacher education. One of the authors has used the process successfully in undergraduate educational psychology as well. (Author)

ED 279 721 TM 870 167

College Test Scores Declining. Research in Brief.
National Inst. of Education (ED), Washington, DC.
PUB DATE- Jan 85
NOTE- 3p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- *College Entrance Examinations; Educational Testing; *Educational Trends; Graduate Students; Higher Education; *Scores; *Standardized Tests; *Test Interpretation; Undergraduate Students
IDENTIFIERS- Graduate Record Examinations; *Test Score Decline

This article is a brief summary of "The Standardized Test Scores of College Graduates, 1964-1982," a study sponsored by the National Institute of Education (NIE), which pulls together scores on a variety of examinations as well as student background information. Over the past two decades the test scores of college graduates have declined, especially in subjects requiring high verbal skills. With the exception of engineering majors, students who major in professional and occupational fields, such as business administration, education, social work, etc., have lower test scores than those who major in the arts and sciences. Trends in scores on the Graduate Record Examination, the Law School

Admissions Test, the Graduate Management Admissions Test, and the Medical College Admission Test are examined. Information on test scores and students who take the tests has been gathered and reported inconsistently over the years. A number of suggestions are made on ways the testing services can improve the quality and consistency of the data they gather and report as well as on future research on the impact of college curriculum on student performance. (JAZ)

ED 279 735 UD 025 243

Poverty Rises Faster When Non-Cash Benefits Counted.
Center on Budget and Policy Priorities, Washington, DC.
PUB DATE- Oct 86
NOTE- 14p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Economically Disadvantaged; Economic Factors;
Eligibility; Low Income; *Low Income Groups; *Measurement
Techniques; *Poverty; *Poverty Programs; Socioeconomic Status;
*Welfare Recipients; Welfare Services
IDENTIFIERS- *Bureau of the Census; Medicaid; Medicare

Poverty has risen faster in recent years under measures of poverty that include the value of non-cash benefits. The Census Bureau recently issued nine measures of poverty which make the poverty population appear unrealistically small. In summary, these measures do the following: (1) count non-cash benefits because they include household purchasing power but fail to exclude taxes that are withheld from earnings and reduce purchasing power; (2) compare income including non-cash benefits to a poverty threshold based on cash income only; and (3) in the case of the two measures showing the lowest numbers of people in poverty, assign such high values to Medicare and Medicaid that many of the elderly poor are considered to be above the poverty line, even if they have virtually no income for other necessities. The report points out the most serious problems with current poverty measures and it analyzes the use of non-cash benefits in terms of its distorting effects on poverty indicators and thresholds. (PS)

ED 279 777 UD 025 392

Project Beacon 1985-86. OEA Evaluation Report.

New York City Board of Education, Brooklyn. Office of Educational Assessment.

PUB DATE- 86
NOTE- 50p.; Page 40 may not reproduce clearly due to light print.
GRANT- G00-852-5031
AVAILABLE FROM- Office of Educational Assessment, New York City Board of Education, 110 Livingston Street, Brooklyn, NY 11201.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Asian Americans; *Bilingual Education Programs; Career Education; Curriculum Development; High Schools; Hispanic Americans; *Limited English Speaking; Program Effectiveness; *Program Implementation; Staff Development; Urban Schools
IDENTIFIERS- *New York (Queens); *Project Beacon

This report describes and evaluates the first year of Project Beacon, a bilingual program implemented at four high schools in Queens, New York, in 1985-86. Project Beacon provided instruction in English as a second language, in native language arts, in bilingual academic subjects, and in career-oriented subjects. It reached 570 Spanish-, Chinese-, and Korean-speaking students of limited English proficiency (LEP) in Grades 9 through 12. The project's basic goal was to help LEP students achieve proficiency in English, thereby preparing them to enter mainstream classes. Emphasis was placed on developing new curricula and instructional materials that would improve language skills. Overall, the project's instructional and non-instructional objectives were met. The schools' administrations were supportive; staff training was carried out as planned; the level of parental involvement was high; and a variety of instructional materials were created. Students tested well on English, native language, and subject exams, and the dropout rate of program students was lower than the mainstream dropout rate at all sites. This report includes recommendations for improvements, information on staff size and funding, quantitative student achievement data, and samples of letters sent to parents. (KH)

ED 279 572 SO 017 928

McGlynn, Frank, Ed.
Health Care in the Caribbean and Central America.
College of William and Mary, Williamsburg, VA. Dept. of Anthropology.
PUB DATE- 84
NOTE- 166p.
AVAILABLE FROM- Studies in Third World Societies, Department of Anthropology, College of William and Mary, Williamsburg, VA 23185.
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Collected Works - Serials (022)
DESCRIPTORS- Cultural Influences; Developing Nations; Disease Control; Foreign Countries; Health Education; *Health Needs; Health Personnel; *Health Programs; Information Systems; *Medical Services; Primary Health Care; *Public Health
IDENTIFIERS- Caribbean; Central America

This publication examines a range of public health issues in the Caribbean Basin including conditions responsible for the transmission of disease, folk palliatives, and factors affecting preventive and curative health services on the national level. Comparisons are also made among the various Caribbean countries. The book has seven chapters: (1) "Health Systems Development in the English-Speaking Caribbean: Towards the 21st Century"; (2) "Sociocultural and Ecological Factors Influencing Schistosomiasis in St. Lucia"; (3) "Maternal-Child Health and Ganja in Jamaica"; (4) "Hypertension and Culture Change in the Caribbean"; (5) "The Crisis of the Dominican Republic Medical Model: Alternatives for the Year 2000" (6) "Health and Development in Central America"; and (7) "The Dilemma of Success: Revolutionary Achievements in Nicaraguan Health." (KWL)

ED 279 667 TM 870 054

Chall, Jeanne S.
School and Teacher Factors and the NAEP Reading Assessments.
PUB DATE- 86
NOTE- 40p.; One of 46 papers commissioned by the Study Group on the National Assessment of Student Achievement and cited in Appendix B to their final report "The Nation's Report Card" (TM 870 049). For other papers in this group, see TM 870 050-094. Appendices of the original document contain copyrighted tables and are therefore not available. See Jeanne S. Chall, Stages of Reading Development. New York, McGraw-Hill, 1983, p37, 92-94. Blurred type throughout document.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Educational Assessment; Elementary Secondary Education; Literature Reviews; National Surveys; Predictor Variables; Questionnaires; *Reading Achievement; *Reading Instruction; Reading Tests; *School Effectiveness; *Success; *Teacher Influence; Teacher Response; Testing Programs
IDENTIFIERS- *National Assessment of Educational Progress

School and teacher factors associated with reading achievement are compared to items from the National Assessment of Educational Progress (NAEP) 1985 reading assessment. Significant factors which appeared in the literature included: methods and materials, time on task, difficulty level and high teacher expectation, teacher qualifications, student assessment; family contacts, and classroom management. Examination of the NAEP teacher questionnaires used for the 1983-84 assessment indicated that more emphasis was placed on writing than on reading. Items that addressed reading asked teachers about time on task, teacher excellence, and assessment and remediation. A number of recommendations are made: (1) NAEP should collect stronger data on school and teacher factors as they relate to student reading achievement; (2) more items should be included on reading instruction; (3) factors which contribute to reading success at specific age levels should be examined; (4) NAEP data should be used in reporting test results to schools and the public; and (5) terminology should reflect the distinction between lower-level basic skills in the lower grades and higher-level reading comprehension skills. Tables are included which list the various factors culled from research reviews and selected studies. (GDC)

ED 279 694 TM 870 081

Resnick, Daniel P.; Resnick, Lauren B.

Understanding Achievement and Acting To Produce It: Some Recommendations for NAEP.
PUB DATE- 19 Jan 87
NOTE- 10p.; One of 46 papers commissioned by the Study Group on the National Assessment of Student Achievement and cited in Appendix B to their final report "The Nation's Report Card" (TM 870 049). For other papers in this group, see TM 870 050-094.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Academic Achievement; Achievement Tests; Aptitude Treatment Interaction; *Data Collection; Educational Assessment; Elementary Secondary Education; Evaluation Utilization; *Information Needs; Measurement Objectives; *National Surveys; *Predictor Variables; School Effectiveness; State Surveys; Testing Problems; Testing Programs; *Test Use
IDENTIFIERS- *National Assessment of Educational Progress

Recent developments in the National Assessment of Educational Progress (NAEP) have addressed criticisms of previous assessments and have focused on state education departments as the major clients for test results. NAEP currently indicates progress in academic learning but does not define which aspects of schools are responsible for successes and failures. Recent reports indicate that NAEP plans to assess the association of input variables and mediating variables and school performance, in order to make the program more useful to policymakers. Sophisticated methods such as path analysis and structural modeling will permit many variables to be analyzed simultaneously. The variables to be studied should be actionable or practical to carry out, should reflect a reasonable theory about what matters in producing achievement, and should specify a time scale of expected effects. Actionable variables include teacher educational background and salary, instructional time, textbooks, class size, classroom homogeneity, homework, tracking, and courses taken. Mediating and interacting variables include attitudes, social background, and academic ability. Additional attention to data analysis is suggested as the most important of the recommendations. The appendix summarizes criticisms of NAEP and its current plans. (GDC)

ED 279 707 TM 870 094

Wolf, Richard M.
NAEP and International Comparisons.
PUB DATE- 86
NOTE- 20p.; One of 46 papers commissioned by the Study Group on the National Assessment of Student Achievement and cited in Appendix B to their final report "The Nation's Report Card" (TM 870 049). For other papers in this group, see TM 870 050-093.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Comparative Testing; *Cross Cultural Studies; *Educational Assessment; Educational Policy; Educational Testing; Elementary Secondary Education; *Evaluation Needs; Financial Support; *International Cooperation; International Programs; National Surveys; Testing Problems; Testing Programs; Test Interpretation
IDENTIFIERS- *International Evaluation Education Achievement; *National Assessment of Educational Progress

This paper examines a number of issues surrounding the addition of a dimension of international comparisons to the National Assessment of Educational Progress (NAEP). The basic position of the paper is that adding an international dimension to NAEP is certainly possible, but some problems will need to be overcome. Non-issues are identified and eliminated, including: (1) the organization of United States participation in the International Association for the Evaluation of Educational Achievement (IEA); and (2) response rates in IEA studies. Issues to be considered fall into three major categories: (1) financial and political, (2) technical, and (3) interpretation. Financial and political problems center around control and support for IEA projects. Another political problem relates to an IEA policy of not releasing any nation's data to another nation until an international report has been released. Technical issues include age and grade levels for testing, test construction, testing conditions, test organization, time of testing, and schedules of studies. When comparing nations, the results will need to be intepreted carefully. An appendix contains background materials about IEA. (LMO)

ED 279 749 UD 025 362

Manual sobre la Educacion en California para Padres de Idiomas Minoritarios = A Handbook on California Education for Language Minority Parents--Spanish/English Edition.

California State Dept. of Education, Sacramento. Bilingual Education Office.

PUB DATE- 86
NOTE- 66p.; For other handbooks in this series, see UD 025 357-362 and ED 270 531-533.
AVAILABLE FROM- Publications Sales, California State Department of Education, P.O. Box 271, Sacramento, CA, 95802-0271 ($3.25 plus sales tax for California residents).
LANGUAGE- Spanish; English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- Ancillary School Services; Bilingual Education Programs Educational Facilities; Elementary Secondary Education; *Hispanic Americans; Limited English Speaking; Parent Materials; Parent Participation; *Parent School Relationship; *Program Descriptions; Public Schools; *School Organization; *Spanish Speaking
IDENTIFIERS- California Assessment Program; *California State Department of Education

This bilingual handbook, presented in both Spanish and English, is designed to assist parents of language minority students who are residing in California. The book is part of the technical assistance effort of the State Department of Education to clarify the operations of the California schools to language minority parents so they can better support the education of their children. It provides information on the following: (1) the educational system, enrollment procedures and transportation, especially for elementary and secondary students; (2) basic school programs and curriculum; (3) grades, promotions and testing, with an explanation of the types of tests used in California, such as the California Assessment Program tests and the high school proficiency tests; (4) bilingual education and other services to students who are of limited English proficiency; (5) additional educational programs and services, such as vocational education, continuation education, advanced placement, adult education, child development programs, and summer school; (6) parental involvement with schools, teachers and administrators; and (7) the structure of the public school system. (PS)

ED 279 763 UD 025 376

English Instructional Services: Site-By-Site Results, 1984-1985. OEA Evaluation Report.

New York City Board of Education, Brooklyn. Office of Educational Assessment.

PUB DATE- 85
NOTE- 240p.; Prepared by the High School Evaluation Unit.
AVAILABLE FROM- Office of Educational Assessment, New York City Board of Education, 110 Livingston Street, Brooklyn, NY 11201.
LANGUAGE- English
EDRS Price - MF01/PC10 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
Numerical/Quantitative Data (110)
DESCRIPTORS- *Academic Achievement; *Attendance; Criterion Referenced Tests; *English Instruction; *High Risk Students; High Schools; Program Evaluation; *Urban Education; *Writing Improvement
IDENTIFIERS- New York (New York)

This summary provides data on program results for students who participated in New York City's English Instructional Services (EIS) program during the 1984-85 academic year. Approximately 61,000 students from 108 high schools received reading and/or writing instruction during that school year. The report includes: (1) an introduction with information on program objectives and tests used to evaluate students progress; and (2) tables giving the number of students who participated at each school, their attendance, and their reading and writing test results by school and by grade. The objective of the program was to achieve improvement greater than the expected improvement without the program. Of the full-year students, 52 percent met that objective. The objective for half-year students was that they should master one skill on the criterion-referenced tests (CRTs) for every 20 days of instruction. About 85 percent of the half- year students met that objective. The evaluation objective in writing stipulated that students should show writing improvement from their first to their final writing sample. Approximately 80 percent of full- and half-time students met that objective. (PS)

ED 279 620 SP 028 502

Watt, Michael G.
Selecting and Evaluating Curriculum Materials. A Study of Teacher Education for Bilingual-Bicultural and Multicultural Educators.
PUB DATE- 87
NOTE- 215p.
AVAILABLE FROM- Michael G. Watt, Division of Educational Programs, Education Dept. of Tasmania, P.O. Box 256, North Hobart, Tasmania, Australia (Aust. $5.00 plus postage).
LANGUAGE- English
EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Bilingual Education; *Bilingual Instructional Materials; Evaluation Methods; Foreign Countries; Higher Education; Instructional Materials; *Media Selection; *Multicultural Education; Teacher Education Curriculum; *Textbook Evaluation
IDENTIFIERS- *Australia (Tasmania)

This document reports on a project with the following aims: (1) to identify and discuss the important issues about using curriculum materials in bilingual-bicultural education and multicultural education through a comparative analysis of these conditions in the United States and Australia; (2) to identify and analyze relevant research in the idexes of the Educational Resources Information Center, the Australian Education Index, and the British Education Index; (3) to review the activities of three institutions--the Social Science Education Consortium, the Educational Products Information Exchange Institute, and the Centre for Educational Technology at the University of Sussex--involved in the selection and the evaluation of curriculum materials, with particular reference to the characteristics of their programs for teacher education; (4) to present a description for an inservice teacher education program that aims to develop the knowledge and skills of teachers in selecting and evaluating curriculum materials for bilingual-bicultural education and multicultural education; (5) to present alternative models and approaches to implement the inservice teacher education program; and (6) to conclude with a commentary on introducing to Australian education the techniques for both selecting and evaluating curriculum materials and implementing teacher education programs. A bibliography, author index, and nine appendices are included. (Among the appendices are a list of the organizations forming the national network of bilingual education, five bibliographics from specific educational indexes, and materials pertaining to a survey on the need for a course designed to improve the quality of selection and evaluation of curriculum materials.) (Author/JD)

ED 279 636 SP 028 628

The Teacher Center Program. Final Evaluation Report, E.C.I.A. Chapter 2, 1985-86.

District of Columbia Public Schools, Washington, D.C.

PUB DATE- Aug 86
NOTE- 70p.; Portions of appended materials contain marginally legible print. For 1984-1985 report, see ED 266 096.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Elementary Secondary Education; *Program Development; Program Effectiveness; *Program Evaluation; *Staff Development; *Teacher Centers; *Teacher Participation
IDENTIFIERS- *District of Columbia; Education Consolidation Improvement Act Chapter 2

The Teacher Center Program (Washington, D.C.) provides an environment where teachers may come to work on materials or projects for their classrooms, take courses for recertification credit, college credit, or enrichment, and take graduate level courses. Chapter one of this evaluation report on the Teacher Center Program describes the background of the program and the project objectives. Chapter two consists of a description of the Planning, Monitoring, and Implementing (PMI) Evaluation Model for Decision-Making used in the report. A narrative discussion of evaluation results followed by a point-by-point description of inputs, processes, and outcomes of the major program objectives is presented in chapter three. Appendices make up about half the document. They include: (1) an evaluation model schema; (2) the undergraduate program announcement; (3) the 1985-86 D.C. Teacher Center Log of Activities; (4) samples of dissemination materials; (5) summary of Teacher Center presentation evaluations; (6) Teacher Center teacher survey: staff development; (7) Teacher Center teacher survey: facilities; and (8) dial-a-teacher summary by content/subject. (JD)

ED 279 652 SP 028 666

Johnston, John M.; Kay, Richard

Institutions of Higher Education Involvement in Beginning Teacher Induction: The State of Current Practice.

PUB DATE- Feb 87
NOTE- 21p.; Paper presented at the Annual Meeting of the American Association of Colleges for Teacher Education (Arlington, VA, February 12-15, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Beginning Teachers; College Faculty; Higher Education; Preservice Teacher Education; *Program Effectiveness; *Schools of Education; Social Support Groups; *Teacher Orientation
IDENTIFIERS- *Beginning Teacher Induction

This paper reports on findings from a survey on the involvement of institutions of higher education (IHE) in beginning teacher induction efforts. Five teacher induction program goals are briefly outlined as a context for presenting and discussing the survey data. Responses to the survey questionnaire were received from 300 member institutions (42%) of the American Association of Colleges for Teacher Education (AACTE). The questions were designed to identify institutions involved in beginning teacher induction activities and key issues concerning teacher induction activities within the institutional context. The following areas were covered by the questionnaire: (1) school, college or department of education (SCDE) programs or activities designed to assist beginning teachers; (2) SCDE plans to initiate activities in the next two years; (3) common beginning teacher induction activities; (4) diverse approaches to induction; (5) faculty involved in induction activies other than SCDE faculty; (6) formal agreements for induction with local school systems; (7) accounting for induction activities in faculty work load; and (8) faculty participation in induction activities. Issues and realities affecting IHE involvement in teacher induction are discussed, and suggestions are made for more productive involvement in future teacher induction activities. A copy of the survey questionnaire is appended. (JD)

ED 279 681 TM 870 068

Hathaway, Walter E.
Toward an Ideal System of National Assessment of Educational Progress: A Local Perspective.
PUB DATE- Aug 86
NOTE- 55p.; One of 46 papers commissioned by the Study Group on the National Assessment of Student Achievement and cited in Appendix B to their final report "The Nation's Report Card" (TM 870 049). For other papers in this group, see TM 870 050-094.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Educational Assessment; Educational Testing; Elementary Secondary Education; *Item Banks; *Measurement Objectives; *National Surveys; *School Districts; State Surveys; Test Construction; *Testing Programs
IDENTIFIERS- *National Assessment of Educational Progress; Portland School District OR

An ideal system of the National Assessment of Educational Progress (NAEP), from the local school district perspective, must follow several principles based on the 1985 Standards for Educational and Psychological Testing: (1) Testing must be viewed by teachers and students as worthwhile. (2) Test results must be presented in a timely and useful fashion. (3) Testing at national, state, and local levels should not be redundant. (4) Measurement should not disrupt normal classroom activities and attendance. (5) Reports should focus on factors over which the instructional leaders have some true control. (6) Tests should measure only curriculum outcomes which are being taught or which, it is agreed, should be taught. The ideal system would link national, state, and commercially available item banks. For each of the basic skill areas, five components would be included: (1) national learning objectives, (2) national public domain item banks, (3) a linking measurement scale, (4) a test development system, and (5) a testing or data collection system. The appendices, which constitute the greater part of the document, discuss federal government-school district relationships, data collection and decision-making plans, Oregon's school district profile, and an extensive presentation of the Portland (Oregon) School District's development of calibrated item banks ("A Regional and Local Item Response Theory Based Test Item Bank System," by Hathaway, Houser, and Kingsbury). (GDC)

ED 279 587 SO 017 963

Jennings, Lillian Pegues
Integration Has Arrived Down South.
PUB DATE- 9 Oct 86
NOTE- 19p.; Paper presented at the National Invitational Conference on Preparation and Survival of Black Public School Teachers (7th, October 9, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Acculturation; Black Education; *Blacks; *Educational Discrimination; Elementary Secondary Education; Higher Education; Immigrants; *Racial Discrimination; *Racial Segregation; Social History; Social Integration; *Social Stratification; Social Structure

Education serves as a backdrop and a disguise, masking the transformation of this country from an industrialized blue-collar dependent system to a technocratic system dependent upon fewer, but highly educated workers. This movement has tremendous implications for race relations in this country. An in-depth study of the history of school reform reveals that past reforms have produced very little in important social and economic benefits for the masses, and this is especially true for the poor. Instead of encouraging change, this whole dynamic helps to legitimatize a class-structured, hierarchical social system, based upon race and class--a plantation model. A gentrification process permits lighter-skinned persons who live in the United States to melt into the acceptable culture once they have acquired the mannerisms and symbols of the middle and upper classes. This dynamic does not occur among darker-skinned citizens. The current educational reform disguises the calculated and extreme process of reduction in black professional educators so that established procedures will assure that the chief executive officers/managers in all settings will be of white ethnic hues and that the aides and lower-ranking professionals with minimal educational backgrounds will be of other ethnic origins. Examples of recent incidents indicative of racial disharmony are included. (BZ)

ED 279 604 SP 027 963

Time for Results: The Governors' 1991 Report on Education. Supporting Works. Task Force on Technology.
National Governors' Association, Washington, D.C.
PUB DATE- Aug 86
NOTE- 84p.; For summary report, see SP 027 962; for individual task force reports, see SP 027 963-969.
AVAILABLE FROM- National Governors' Association Publications Office, 444 N. Capitol St., Washington, DC 20001-1572 ($6.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Audiovisual Aids; Computer Oriented Programs; Cost Effectiveness; *Educational Change; Educational Media; *Educational Technology; *Government School Relationship; Instructional Materials; Multimedia Instruction; *Program Development; *State Action
IDENTIFIERS- *Time for Results (Governors 1991 Report on Educ)

The Governors' Task Force on Technology focused on the development of policies and programs that encourage effective use of technology in the classroom. Part one of this document lists the charges to the task force to investigate the most cost-effective ways to use various technological advances, and to consider policy questions. Task force hearings and presenters are also listed. Part two consists of two papers: (1) "Making Effective Educational Use of Advanced Technology" (Cindy K. Currence); and (2) "Policy Recommendations for Developing Appropriate Uses of Technology in Schools (Stanley Pogrow). Part three cites highlights of current state programs and additional information sources (JD)

ED 279 722 TM 870 168

NAEP Findings at Your Fingertips. Research in Brief.

National Inst. of Education (ED), Washington, DC.

PUB DATE- Apr 84
NOTE- 3p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Computer Software; *Educational Assessment; *Educational Trends; Elementary Secondary Education; *National Surveys; *Test Interpretation; Test Results
IDENTIFIERS- *National Assessment of Educational Progress

This brief article presents some of the facts and figures learned from the National Assessment of Educational Progress (NAEP). NAEP is an on-going nationwide survey to determine what America's students are learning. It is conducted by the Educational Testing Service, and, at the time this article was written, was funded by the National Institute of Education (NIE). Since 1969, when NAEP began, more than 1 million 9-, 13-, and 17-year-olds have been tested in 10 different subject areas, including reading, writing, math, and science. The test results give the nation an idea of what its students know or do not know, and what they can or cannot do. NAEP contains a wealth of information which can be of help to educators. In an effort to make these findings available to more individuals, NIE developed an easy-to-use computer program dubbed National Assessment of Educational Progress Information Retrieval System (NAEPIRS). This program offers educators an opportunity to see how their schools are performing compared to others across the country. The program requires an IBM personal computer and a NAEPIRS diskette. (Instructions for obtaining the diskette are included in this brief.) (JAZ)

ED 279 736 UD 025 279

Dressler, Edith
Resettlement and Assimilation of Soviet Jewish Emigres into the American Jewish Community.
PUB DATE- May 86
NOTE- 62p.; Master's Thesis, Queens College, the City University of New York.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042) Reports - Research/Technical (143)
DESCRIPTORS- *Acculturation; *Adjustment (to Environment); Cultural Isolation; Culture Conflict; *Immigrants; *Jews; Refugees; Relocation; *Social Integration; *Subcultures
IDENTIFIERS- *Russian Jews

Analysis of information on Soviet Jewish immigration to the United States reveals the following: (1) the strongest motivation for emigration was anti-semitism, followed by a desire to secure one's children's future, opposition to or dissatisfaction with the political and economic system, the desire to join one's family, and the belief that there is no solution to the Jewish problem in the Soviet Union; (2) the three types of Soviet Jews who emigrated were those living in the Western borderlands, those living in the Slavic "heartland," and those from Georgia and Central Asia; (3) the main difficulties they have encountered in the United States have been culture shock, finding suitable employment, lack of understanding about how the American democratic system works, difficulties in acquiring professional acceptance, and adjustment of young people to the academic and social demands of American high schools; (4) Soviet Jewish immigrants strongly and positively identify as Jews; and (5) as a whole, the Soviet immigrants are making a good adjustment. (PS)

ED 279 764 UD 025 377

Sosa, Alicia Salinas
Valued Youth Partnership Program: Dropout Prevention through Cross-Age Tutoring Summary .
Intercultural Development Research Association, San Antonio, Tex.
PUB DATE- Nov 86
NOTE- 5p.; For full report, see UD 025 378.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Journal Articles (080)
DESCRIPTORS- Attendance; *Cross Age Teaching; *Dropout Prevention; Elementary Secondary Education; *High Risk Students; Hispanic Americans; Parent Participation; Remedial Instruction; School Business Relationship; Self Concept; *Tutorial Programs
IDENTIFIERS- *Texas (San Antonio)

In 1984 the Edgewood and South San Antonio Independent School Districts implemented the Valued Youth Partnership Program (VYP). VYP identifies Hispanic junior high and high school students at high risk of dropping out and gives them an opportunity to serve as tutors of younger children. As they tutor, the older students also learn basic skills, develop new positive self-perceptions, and remain in school. Developed by the Intercultural Development Research Association (IDRA) and funded by Coca-Cola USA, VYP includes the following components: (1) classes for student tutors to develop communication, reading, and writing skills as well as practical awareness of child growth and development theories; (2) tutoring sessions at elementary schools; (3) field trips and awards banquets to expose students to opportunities in the broader community and increase self-esteem; (4) role modeling to expose students to successful adults; and (5) parental involvement to support project goals. Program evaluation results indicate that VYP has been successful. Of 100 students identified as being at high risk of dropping out, 94 remained in school, while 6 dropped out. Students' grades in English and mathematics improved and their overall grade point averages increased. Other benefits included a decrease in student absences and a decline in discipline referrals. (PS)

ED 279 778 UD 025 393

Project COM-TECH (Bilingual Computer- and Technology-Oriented Program), 1985-86. OEA Evaluation Report.

New York City Board of Education, Brooklyn. Office of Educational Assessment.

SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 86
NOTE- 38p.
GRANT- G00-852-5023
AVAILABLE FROM- Office of Educational Assessment, New York City Board of Education, 110 Livingston Street, Brooklyn, NY, 11201.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Bilingual Education Programs; *Computer Assisted Instruction; English (Second Language); Haitians; High Schools; Hispanic Americans; *Limited English Speaking; *Program Effectiveness; Program Implementation; Staff Development; Urban Schools
IDENTIFIERS- *New York (Brooklyn); *New York (Manhattan)

In 1985-86, Project COM-TECH offered bilingual individualized instruction to 300 limited-English proficiency students at two New York City high schools (Bushwick in Brooklyn, and Brandeis in Manhattan). Using an enrichment approach, the project provided supplementary instruction in English as a second language (ESL), native language arts, and native language instruction in mathematics, science, and social studies. In the first year of a three-year funding cycle, the project was not able to realize all of its original goals. Installation delays prohibited the opening of a bilingual computer-education enrichment center at Brandeis, and funding delays stalled the work of a resource specialist at Bushwick. Project goals were not met in the areas of staff development and parental involvement, but student achievement objectives were met in ESL, native language arts, content areas, and student attendance. Day-to-day operation of the program might be improved by: developing closer contact between Brandeis and the central office and between the staffs of the two participating sites, improving the physical space of the computer centers at each school, and collecting all the data necessary to assess all program objectives. (KH)

ED 279 573 SO 017 929

Salamone, Frank, Ed.
Anthropology And Appropriate Education.
College of William and Mary, Williamsburg, VA. Dept. of Anthropology.
PUB DATE- 85
NOTE- 181p.
AVAILABLE FROM- Studies in Third World Societies, Department of Anthropology, College of William and Mary, Williamsburg, VA 23185.
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Collected Works - Serials (022)
DESCRIPTORS- *Anthropology; Architectural Education; *Cross Cultural Studies; *Cultural Differences; *Cultural Influences; *Developing Nations; Economic Factors; Educational Change; Educational Innovation; Global Approach; Higher Education; International Education

IDENTIFIERS- Africa; India; Indonesia; Mexico; Nigeria; Peace Corps

This collection of papers concentrates on alternate approaches to education and the necessity for considering indigenous modes of education. Seven chapters include (1) "The Early Peace Corps: A Retrospective on Cross-Cultural Learning" examines the Peace Corps as a new kind of overseas work; (2) "Analysis of Differences in Cognitive Development in Selected African and Western Societies" reviews Piagetian concepts within an African context; (3) "Language and Development in Eastern Indonesia" looks at an English program at Washington State University for Indonesian graduate students; (4) "Mexican Museums: Educational Ventures" deals with an attempt to set up a system of school museums; (5) "Relevant Education in Northern Nigeria" analyzes education in Nigeria as a result of colonial policies and describes an indigenous program, the Relevant Technology Workshop; (6) "Kitchens are for Sleeping: Anthropology and the Training of Architects" illustrates the value of anthropological studies for architects in training; and (7) "Appropriate Education as a Development Resource in Rural India" addresses the problems inherent in providing effective modern education to rural India. (KWL)

ED 279 668 TM 870 055

Chipman, Susan F.
What Is Meant by "Higher-Order Cognitive Skills."

PUB DATE- Sep 86
NOTE- 43p.; One of 46 papers commissioned by the Study Group on the National Assessment of Student Achievement and cited in Appendix B to their final report "The Nation's Report Card" (TM 870 049). For other papers in this group, see TM 870 050-094.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Achievement Tests; *Cognitive Ability; *Cognitive Measurement; Cognitive Processes; Cognitive Tests; *Difficulty Level; Educational Assessment; Educational Objectives; Elementary Secondary Education; Evaluation Needs; Learning Theories; Literature Reviews; National Surveys; Skill Analysis; *Testing Programs
IDENTIFIERS- *National Assessment of Educational Progress

This paper discusses higher-order cognitive skills, provides examples of appropriate test item content in various subject areas, and describes higher-level cognitive skills which might be tested by the National Assessment of Educational Progress (NAEP). Higher-order cognitive skills are said to be more difficult to measure than simpler skills; they involve the orchestration and practical use of the simpler skills, which are easier to teach and to assess. Domains of cognitve skill are discussed for mathematics, logic, computer programming, physics, scientific reasoning, reading, writing, history, and biology. Characteristics of human thinking are described; it is stated that test developers should be sensitive to human cognition, as well as to the nature of the skill being tested. It is concluded that there may be some very general higher-order cognitive skills such as problem solving, knowledge acquisition, and self-management and control of cognition. Puzzle problems with low requirements for prior specific knowledge might be considered for testing cognitive skills. Finally, research is seen as a valuable source of assessment techniques. (GDC)

ED 279 695 TM 870 082

Rivera, Charlene

The National Assessment of Educational Progress: Issues and Concerns for the Assessment of Hispanic Students.

SPONS. AGENCY- Spencer Foundation, Chicago, Ill.
PUB DATE- 27 Sep 86
NOTE- 33p.; One of 46 papers commissioned by the Study Group on the National Assessment of Student Achievement and cited in Appendix B to their final report "The Nation's Report Card" (TM 870 049). For other papers in this group, see TM 870 050-094.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Academic Achievement; *Educational Assessment; Educational Policy; Elementary Secondary Education; *Hispanic Americans; *Measurement Objectives; National Surveys; Racial Identification; Research Utilization; *Sampling; Spanish Speaking; Student Characteristics; *Test Construction; Testing Problems; Testing Programs
IDENTIFIERS- Common Background Questionnaire; Language Minority Survey; *National Assessment of Educational Progress

The redesign of the National Assessment of Educational Progress (NAEP) has resulted in improved usefulness of the data set to conduct policy relevant research on Hispanic student achievement. Improvements include changing the procedure for ethnic identification to self-reporting, modifying sample selection, and planning for the conduct of special assessments. The Language Minority Survey (LMS) was designed to: collect data on student participation in special programs; analyze achievement of students with non-English language backgrounds; and examine the relationships between achievement and relevant school, teacher, and student attitudes. LMS, however, will not assess the progress of LM limited-English-proficient youth. Sampling procedures have incorporated grade and age-level sampling, documentation of excluded students, and Basic Incomplete Block (BIB) sampling. The "new" NAEP has been structured to address policy-relevant issues such as national concerns, human resource needs, and school effectiveness. It should now be possible, if the commitment is made, to examine the achievement of Hispanic youth, and to find ways to encourage persistence in school, factors contributing to achievement, and the affects of the effective school movement. Students' educational experiences and aspirations could be examined through the Common Background Questionnaire; however, the aspiration question does not appear in this questionnaire for the general 1986 NAEP assessment. Other suggestions for improvement are presented. (GDC)

ED 279 708 TM 870 120

Wainer, Howard; Kiely, Gerard L.
CATs, Testlets, and Test Construction: A Rationale for Putting Test Developers Back into CAT.
Educational Testing Service, Princeton, NJ. Program Statistics Research Project.
REPORT NO.- ETS-RR-86-33; ETS-TR-86-71
PUB DATE- Sep 86
NOTE- 46p.; Part of the Program Statistics Research Technical Report Series.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Adaptive Testing; Algorithms; *Computer Assisted Testing; Construct Validity; Difficulty Level; *Item Banks; Latent Trait Theory; Mathematical Models; Measurement Techniques; Psychometrics; *Test Construction; *Test Format; Testing Problems; Test Items; Test Theory; *Test Validity
IDENTIFIERS- *Test Developers; Unidimensionality (Tests)

Recent experience with the Computerized Adaptive Test (CAT) has raised a number of concerns about its practical applications. The concerns are principally involved with the concept of having the computer construct the test from a precalibrated item pool, and substituting statistical characteristics for the test developer's skills. Problems with CAT that can arise in practice are related to context effects (item location, cross-information, unbalanced context), lack of robustness, item difficutly ordering, and high technology factors. A variety of traditional options to circumvent these problems are explored, and a new methodology for solving them is offered. In order to use the testing efficiencies of CAT and the experience of test developers, this study proposes the bundling of items into "testlets." Items in testlets can be arranged hierarchically or linearly to yield increased efficiency, but the paths an examinee can follow are strictly determined. One potential drawback of the testlet approach is that the aggregate of items is treated as a unit, and it may be difficult to replace pieces of it independently of the others. (JAZ)

ED 279 750 UD 025 363

Quinones, Nathan
Dropout Prevention Programs, 1985-1986. Progress Report.
New York City Board of Education, Brooklyn, N.Y.
PUB DATE- 86
NOTE- 43p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
Numerical/Quantitative Data (110)
DESCRIPTORS- Attendance; Dropout Characteristics; *Dropout Prevention; *Dropout Programs; Dropout Rate; Nontraditional Education; *Potential Dropouts; *Program Effectiveness; Program Implementation; Secondary Education; Urban Schools
IDENTIFIERS- *New York (New York)

This report provides an overview of the operation of two innovative New York City dropout prevention programs, the Attendance Improvement and Dropout Prevention Program (AIDP) and the Dropout Prevention Program (DPP). First, basic program components, required and site-specific, are described briefly. Each program site must provide these components: a site facilitator, an attendance outreach program, guidance and counseling services, a health services program, a school-level linkage program, and an alternative education program. Next, the status of program implementation through January 1986 is discussed. Statistics on 1985 attendance rates are compared to Fall 1984 rates. Characteristics of the targeted students are summarized, and month-by-month attendance for all participating schools is presented and analyzed in order to provide a preliminary picture of the programs' effects. General findings are that all components of both programs were fully implemented and operational by the end of 1985. Preliminary effects were an 0.8 percent increase in fall attendance at participating high schools, a decline of nearly 20 percent in the number of long-term absentees at participating high schools, an increased attendance at most AIDP middle schools, and an increase of 8.2 percent at special education AIDP sites. The report also includes detailed descriptions of several exemplary programs and an appendix presenting supplementary statistical information. (KH)

ED 279 605 SP 027 964

Time for Results: The Governors' 1991 Report on Education. Supporting Works. Task Force on Leadership and Management.

National Governors' Association, Washington, D.C.

PUB DATE- Aug 86
NOTE- 108p.; For summary report, see SP 027 962; for individual task force reports, see SP 027 963-969.
AVAILABLE FROM- National Governors' Association Publications Office, 444 N. Capitol St., Washington, DC 20001-1572 ($6.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Change Strategies; Educational Administration; *Educational Change; Government School Relationship; *Leadership Responsibility; Management Development; Policy Formation; Professional Training; *State Action
IDENTIFIERS- *Time for Results (Governors 1991 Report on Educ)

The Task Force on School Leadership and Management was charged with examining incentives that states can develop to encourage effective management at the district and school leadership level. Four papers are presented in this report: (1) "School Leadership and Management" (Cindy K. Currence); (2) "A Policymaker's Guide to Improving Conditions for Principals' Effectiveness" (A. Lorri Manasse); (3) "Effective School Leadership" (Roland S. Barth); and (4) "Solving Personnel Problems through the Assessment Center" (Debbie Cutchin and David Alonso). Additional information is provided on the charge to the task force, task force hearings and presenters, highlights of state policies, and further research information and resources. (JD)

Improving Basic Skills in Reading and Mathematics. Final Evaluation Report, E.C.I.A. Chapter 2, 1985-86.

District of Columbia Public Schools, Washington, D.C.

PUB DATE- 86
NOTE- 84p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; Elementary Education; Evaluation Criteria; *Inservice Teacher Education; Junior High Schools; *Junior High School Students; *Mathematics Instruction; Mathematics Teachers; Program Effectiveness; *Program Evaluation; *Reading Instruction; *Student Improvement; Teacher Improvement
IDENTIFIERS- Education Consolidation Improvement Act Chapter 2

The purpose of the Basic Skills portion of this project was to improve the reading and mathematics skills of students in the Junior High Schools Transition program, grades 7 through 9, in 27 junior high schools and 4 middle or extended elementary schools. The goal of the Mathematics Teacher Resources Development portion of the project was to increase the capability of teachers to provide effective mathematics instruction to students, pre-kindergarten through 12th grade. This evaluation report describes the project and the evaluation model that was used to assess it. A narrative summary is presented of the program evaluation, setting forth specific program objectives and discussing how they were dealt with, and the outcomes of actions taken to achieve them. Supporting data and information in the appendices include: (1) planning, monitoring and implementing (PMI) evaluation model; (2) results of standardized tests; (3) basic skills monitoring guide; (4) teacher evaluation of their perceived effects of the Basic Skills Program and of their application of the program; (5) teacher ratings of project workshops; (6) results of the teacher evaluation of the Basic Skills Program; (7) needs assessment of mathematics teachers; (8) faculty evaluation forms; (9) summary evaluation of certification courses; and (10) evaluation summary of inservices. (JD)

ED 279 653 SP 028 669

James, Terry L.
Lessons Learned: Establishing Mentoring Roles in Two

Preparation-Induction Programs. Mentorship as a Support System Model.
PUB DATE- Feb 87
NOTE- 11p.; Paper presented at the Annual Meeting of the Association of Teacher Educators (67th, Houston, TX, February 15-18, 1987). For related document, see ED 278 667.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Beginning Teachers; Career Ladders; Elementary Secondary Education; Higher Education; Internship Programs; *Mentors; *Preservice Teacher Education; *Professional Development; *Program Length; Teacher Orientation
IDENTIFIERS- Beginning Teacher Induction; *Extended Degree Programs

Two combined preparation and induction programs for teacher candidates at Memphis State University (Tennessee), the Master of Arts in Teaching (MAT) program and the Lyndhurst program, utilize a mentoring approach to professional development for program interns and beginning teachers. Each candidate has two mentors: a pedagogical mentor from the College of Education and a practitioner mentor representing the cooperating school. Area specialist mentors are also used. This provides a mechanism for establishing closer collaboration between higher education personnel and secondary school professionals, making new teacher preparation a joint responsibility. This also provides an opportunity to elevate the status and image of outstanding practitioners while taking advantage of their unique abilities. A description is given of how the mentorship support system operates in both the MAT program and the Lyndhurst program. (JD)

ED 279 682 TM 870 069

Herman, Joan L.
What Do the Test Scores Really Mean? Critical Issues in Test Design.
PUB DATE- 86
NOTE- 13p.; One of 46 papers commissioned by the Study Group on the National Assessment of Student Achievement and cited in Appendix B to their final report "The Nation's Report Card" (TM 870 049). For other papers in this group, see TM 870 050-094.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Achievement Tests; *Content Validity; *Criterion Referenced Tests; Educational Assessment; Educational Testing; Elementary Secondary Education; Measurement Objectives; Multiple Choice Tests; *National Surveys; Test Construction; *Testing Problems; Testing Programs; *Test Interpretation; Test Results; Test Validity
IDENTIFIERS- *National Assessment of Educational Progress

Issues in designing valid tests for the National Assessment of Educational Progress (NAEP) are discussed. Test scores are often provided without any information on the nature of the tasks represented. Because test domains are defined by individual item writers, the generalizability between tests and items is suspect. While typical content validation procedures help assure that the included items are important, they still might not represent the full range of knowledge and skills constituting given domains. As a result, the underlying meaning of what is tested is vague, and the specific definition of what is to be tested escapes public scrutiny. This is especially important when matching particular tests and curricula among states. Better specification of test content and task structure is recommended. Elements in good task structure should include: task description; content limits; linguistic features; cognitive complexity; and format. Recent NAEP assessments defined four different types of context for test items: (1) scientific, (2) personal, (3) societal, and (4) technological. Three levels of cognitive complexity items were defined: (1) knows, (2) uses, and (3) integrates. Six categories of subject content were specified. In conclusion, NAEP planners should emphasize content validity; define more specifically what is to be tested; provide better models for item construction; and assure that the entire domain is represented. (GDC)

McLaughlin, Donald H., Ed.
Meaning and Significance in the Analysis of the Nonpublic School Survey. Technical Report No. 2.
American Institutes for Research in the Behavioral Sciences. Palo Alto, CA. Statistical Analysis Group in Education.
SPONS. AGENCY- National Center for Education Statistics (DHEW), Washington, D.C.
PUB DATE- Jul 79
NOTE- 100p.
CONTRACT- 300-78-0150
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Tests, Questionnaires, Evaluation Instruments (160) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Data Collection; Educational Legislation; *Educational Policy; Elementary Secondary Education; Government Role; *Government School Relationship; Information Needs; National Programs; *Private Schools; Questionnaires; *Research Design; Research Methodology; Research Problems; *School Surveys
IDENTIFIERS- *Education Amendments 1978; National Catholic Educational Association; *National Center for Education Statistics

This report is a record of a one-day seminar sponsored by the National Center for Education Statistics (NCES). The theme of the conference was the timely issue of the role of nonpublic schools in educating American children. The participants were: (1) representatives of private schools, (2) federal policymakers; and (3) researchers. Jay Noell introduced the seminar. Roy Nehrt discussed specific technical issues involved in survey design and management. Joel Berke identified six points in the Education Amendments of 1978 that increased the policy relevance of data on nonpublic schools. Fritz Edelstein discussed the relationships of private schools to participation in programs administered by the United States Office of Education. Marty Jacobs discussed data availability and data needs with regard to four major policy areas: (1) the extent of current federal support for private education; (2) the need for federal aid to private education; (3) who would benefit from increased aid to private education; and (4) the effectiveness and quality of private education. Joanell Porter presented specific details of the current NCES-sponsored survey of nonpublic schools. Robert Lamborn described the progress made in developing data on nonpublic schools. Rhoda Goldstein and Frank Bredeweg discussed several problems encountered in the survey effort. Otto Kraushaar provided a solid historical perspective for the role of the private sector in American education. Don McLaughlin set forth a model for increasing meaning and significance of survey efforts and listed three areas of federal policy concern: (1) whether nonpublic schools enhance or interfere with the achievement of the goals of federal aid programs; (2) the extent to which nonpublic schools promote or inhibit the opportunity for diverse educational experiences; and (3) the effects on public schools of major shifts in the size of nonpublic school enrollment and the likelihood of those shifts. A copy of the survey questionnaire for the survey of nonpublic elementary and secondary schools is appended. (JAZ)

ED 279 737 UD 025 305

Equity: The Critical Link in Southern Economic Development.
Cross-Cutting Issue Report No. 2.
Southern Growth Policies Board, Research Triangle Park, N.C.
PUB DATE- 86
NOTE- 49p.; Commissioned by the 1986 Commission on the Future of the South. For a related document, see UD 025 306.
AVAILABLE FROM- Southern Growth Policies Board, P.O. Box 12293, Research Triangle Park, NC 27709 ($3).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Civil Rights; Economic Development; Elementary Secondary Education; *Equal Education; *Equal Opportunities (Jobs); *Government Role; *Low Income Groups; Minority Groups; *Poverty; Public Policy; State Government
IDENTIFIERS- *United States (South)

This report presents a general overview of equity issues in the modern South. It discusses access to such needs as jobs and job opportunities, health, housing, education, government benefits, political power, resources, and protection. Six at-risk groups receive special focus: the poor; Blacks; Hispanics; women; older Southerners; and the handicapped. These major recommendations for increasing equity are offered: (1) dispel myths about the poor and minorities, and utilize their dignity and strengths; (2) educate the public to be aware of the interdependence of society, and to recognize that healthy development is equitable development; (3) involve community based organizations in planning and policy development; (4) coordinate planning in State and local government, and involve all relevant departments under strong gubernatorial leadership and commitment; (5) involve the private sector as a partner; (6) identify and adopt effective models for educational and economic development; (7) develop innovative ways to use existing resources; (8) be positive and creative, rather than punitive, in job training and the extension of support services; and (9) act rather than react, i.e., invest in compensatory education rather than funding grade repetition. Appendices include four position papers: "Poverty in the South" (Steve Suitts), "The Socioeconomic Status of Blacks" (David H. Swinton), "Sex Equity in the South" (Barbara Ellen Smith), and "Status of Older People in the South" (Andrew Doblestein); and a list of other testimony presented to the commission. (KH)

ED 279 588 SO 017 990

Russ-Eft, Darlene F.
Formative Evaluation of the 1979 Museum Survey Form.
American Institutes for Research in the Behavioral Sciences, Palo Alto, Calif.
SPONS. AGENCY- National Center for Education Statistics (DHEW), Washington, D.C.
PUB DATE- Jun 79
NOTE- 63p.
CONTRACT- 300-78-0150
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Evaluation Needs; Higher Education; Inquiry; Interviews; *Measurement Techniques; *Museums; *Program Evaluation; Questioning Techniques; *Questionnaires; Sampling; *Surveys

Since the last comprehensive museum survey was conducted in 1971-72, no current data has been gathered about the museum field. Because the field has not remained static it has become difficult to apply the 1971-72 survey findings to current museum situations. Because of this, the National Center for Education Statistics (NCES) was requested to conduct a survey of museums and provide relevant data. NCES, in turn, requested the Statistical Analysis Group in Education (SAGE) to provide assistance in the development of the survey by conducting informal interviews with museum directors. This report, which is the result of the interviews, contains a discussion of issues and information needs facing museums and the justification for the inclusion of the nine sections of the questionnaire. These sections are (1) purpose and governing authority, (2) collections and exhibitions, (3) conservation, (4) education and public programs, (5) accessibility and attendance, (6) personnel, (7) finance and budget, (8) security, and (9) facilities. Concluding the report is a copy of the proposed survey and a list of definitions for terms which appear in the survey. (APG)

ED 279 621 SP 028 558

Sutton, James H.

Coping with Carnegie. The Response of a State Teachers' Organization to the Carnegie Report "A Nation Prepared."

Iowa State Education Association, Des Moines.
PUB DATE- 15 Mar 87
NOTE- 22p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Change Strategies; *Educational Change; *Educational Policy; Elementary Secondary Education; Higher Education; Moral Values; *Teacher Associations; Teaching (Occupation)
IDENTIFIERS- National Education Association; *Nation Prepared (A)

This paper summarizes the Carnegie Report, "A Nation Prepared," without editorial comment; evaluates the report from the point of view of the organized teachers' profession, on both positive and negative aspects; outlines the strategy of the National Education Association in endorsing the report and the consequences of that endorsement; recommends a strategy for state and local teachers' organizations toward the report; and provides information relating to the implementation of this strategy in Iowa. Moral shortcomings of the report are considered as well as moral strengths. (JD)

ED 279 765 UD 025 378

Valued Youth Partnerships: Programs in Caring. Cross-Age Tutoring Dropout Prevention Strategies.

Intercultural Development Research Association, San Antonio, Tex.

PUB DATE- 86
NOTE- 35p.; For summary, see UD 025 377.
AVAILABLE FROM- Intercultural Development Research Association, 5835 Callaghan Rd., Suite 350, San Antonio, TX 78228 ($4).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Achievement; Attendance; *Cross Age Teaching; Dropout Prevention; *High Risk Students; Junior High Schools; Minority Group Children; *School Business Relationship; Self Concept; *Tutoring; Urban Schools
IDENTIFIERS- *Texas (San Antonio)

This booklet provides information about the Valued Youth Partnership (VYP) program for dropout prevention. Begun in 1984 with the support of the Coca-Cola Company and the collaboration of the Intercultural Development Research Association, the VYP program is being implemented in the Edgewood and South San Antonio school districts in San Antonio, Texas. In 1985-86 the program served 100 middle and high school students in those two districts. The program identifies high risk pupils as valued youth and gives them an opportunity to make a difference by serving as tutors of younger children. Both the tutors and their students make gains in school. The booklet describes the program's history, purpose, and components. It provides detailed information on program management and organization, participant identification, and tutor training curriculum. For educators who are considering implementing a VYP program in their areas, a resource section is appended with a review of the literature and samples of forms used in the program. Evaluation data indicate that the program is producing results by keeping students in school and by improving their self-concept, school citizenship, school attendance, and achievement. (PS)

ED 279 779 UD 025 394

New York City Bilingual Technical Assistance Center, 1985-86. OEA Evaluation Report.

New York City Board of Education, Brooklyn. Office of Educational Assessment.

PUB DATE- 86
NOTE- 41p.; For 1984-85 report, see ED 270 552. Page 23 may not reproduce well due to small and light print.
AVAILABLE FROM- Office of Educational Assessment, New York City Board of Education, 110 Livingston Street, Brooklyn, NY, 11201.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Bilingual Education; *Bilingual Education Programs; Elementary Secondary Education; Hispanic Americans; *Limited English Speaking; *Minority Groups; *Parent Participation; *Technical Assistance; Urban Schools
IDENTIFIERS- *New York (New York); Spelling Bees

The New York City Bilingual Technical Assistance Center provides technical assistance and training to personnel involved with instructional programs for students of limited English proficiency (LEP) in the city's 32 community school districts and the Board of Education's Division of High Schools. In 1985-86 the Center successfully implemented all of its proposed activities. These include the following: (1) a Spanish Spelling Bee; (2) a parent conference for Hispanic Parents; (3) a parent workshop on bilingual education programs; (4) teacher workshops on oral language development, reading education methods, and reading comprehension in content areas; (5) workshops on current Consent Decree/Lau guidelines; and (6) a comprehensive plan for bilingual education in New York City. This report discusses these projects and offers the following recommendations for improving the Center's functioning: (1) additional staff should be assigned to the Center on a regular, not ad hoc, basis; (2) the Spanish Spelling Bee and Annual Hispanic Parents' Conference should be continued and perhaps expanded to include other ethnic groups; (3) the Center should continue "tailor-made" workshops on district and school levels; and (4) newly drafted regulations and plans developed by the Center should be commented upon and the final version approved as quickly as possible. Appendices include programs of the Spanish Spelling Bee and Hispanic Parents' Conference, evaluation forms, and other supporting materials. (LHW)

ED 279 574 SO 017 930

Parker, Eugene Philip, Ed.
The Amazon Caboclo: Historical and Contemporary Perspectives.
College of William and Mary, Williamsburg, VA. Dept. of Anthropology.
PUB DATE- 85
NOTE- 367p.
AVAILABLE FROM- Studies in Third World Societies, Department of Anthropology, College of William and Mary, Williamsburg, VA 23185.
LANGUAGE- English
EDRS Price - MF01/PC15 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Collected Works - General (020)
DESCRIPTORS- Agriculture; *Anthropology; *Community Change; Community Development; Cultural Awareness; *Cultural Background; Developing Nations; Economic Change; Foreign Countries; Global Approach; Health Services; Hygiene; Rural Development; Rural Population
IDENTIFIERS- *Amazon Basin; *Caboclo (People); Mestizos (People)

This collection of papers provides a general sketch of the events and processes leading to the evolution and development of Caboclo culture in the Amazonia region of South America. Following the foreword and introduction, the book is divided into two parts. Part one contains historical background about the period from 1615 to 1920 within three essays: (1) "Caboclization: The Transformation of the Amerindian in Amazonia, 1615-1800"; (2) "The Caboclo as Revolutionary: The Cabanagem Revolt, 1835-1836"; and (3) "Persistence of Caboclo Culture in the Amazon: The Impact of the Rubber Trade, 1850-1920." Part two includes topical papers on a variety of perspectives and approaches to contemporary Caboclo culture from agricultural strategies to medicinal practices and beliefs. The six papers are (1) "The Transformation of Rural Caboclo Society upon Integration into Brazil's Amazonian Frontier: A Study of Itacoatiara"; (2) "Sao Felix do Xingu: A Caboclo Community in Transition"; (3) "Highways and Gold: Change in a Caboclo Community"; (4) "Cash Cropping, Wage Labor, and Urbanward Migrations: Changing Floodplain Subsistence in the Peruvian Amazon"; (5) "Caboclo Concepts of Disease, Diagnosis, and Therapy: Implications for Ethnopharmacology and Health Systems in Amazonia"; and (6) "Concepts of Health, Illness, Curing, and Death in Relation to Medicinal Plants and the Appearance of the Messianic King on the Island of Lencois, Maranhao." (KWL)

ED 279 654 SP 028 670

James, Terry L.; And Others
Recruiting High Quality Students through a Fifth Year Program: It Can Be Done.
PUB DATE- Feb 87
NOTE- 15p.; Paper presented at the Annual Meeting of the Association of Teacher Educators (67th, Houston, TX, February 15-18, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Academic Aptitude; Admission Criteria; *Career Choice; *Graduate Study; Higher Education; Liberal Arts; *Preservice Teacher Education; *Program Development; *Program Length; *Student Recruitment
IDENTIFIERS- *Extended Degree Programs; Memphis State University TN

This paper describes the process of recruiting high quality liberal arts graduates into teacher preparation programs at Memphis State University, Tennessee. The two graduate programs, the Master of Arts in Teaching and the Lyndhurst, both require full-time attendance, have lock-step delivery systems and extended internships, and are intensive. In describing recruitment strategies, it is pointed out that the target group formed a disparate population not easily reached by a single approach. The primary approach used to reach these individuals was advertising through newspapers and public service announcements on radio and television. Word of mouth was encouraged and appeared to be effective. Personal contact was the second stage of the recruiting process. The selection process involved transcript evaluation, program orientation, screening procedures, and commitments. A profile is presented describing the credentials of the graduate students finally selected for the two programs. Suggestions are made for using incentives in recruiting students and for increasing the applicant pool of talented potential teachers. (JD)

ED 279 669 TM 870 056

Coffman, William E.
Recommendations on Writing Assessments for Future NAEPs.
PUB DATE- 22 Sep 86
NOTE- 7p.; One of 46 papers commissioned by the Study Group on the National Assessment of Student Achievement and cited in Appendix B to their final report "The Nation's Report Card" (TM 870 049). For other papers in this group, see TM 870 050-094.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Age Differences; *Educational Assessment; Educational Objectives; Educational Testing; Elementary Secondary Education; Holistic Evaluation; *National Surveys; Scaling; Scoring; *Test Construction; *Testing Problems; Testing Programs; *Test Results; *Writing Evaluation
IDENTIFIERS- *National Assessment of Educational Progress

These comments provide further details which expand upon the recommendations of the subcommittee on National Assessment of Educational Progress (NAEP) Writing. Three issues are discussed. The first concerns how objectives of assessment in writing ought to be stated. The 1984 objectives are stated in general terms without reference to what might reasonably be expected of individuals in a particular age group or at different levels of ability within age groups. They differ from earlier objectives by emphasizing process rather than product, a focus which does not provide the type of information desired by NAEP's audience. The second issue is the criteria for the selection of exercises for several different age and grade levels. The content of some of the items and some of the conditions under which tests were administered were not realistic. For example, writers, in real-life situations, are usually allowed access to resource materials and time to revise their work. The third area of concern is the reporting of results. Here, five recommendations are made: (1) replace the current Primary Trait and Global Rating scales with anchored rating scales; (2) provide more information relating responses to objectives; (3) examine the response patterns for pairs of items; (4) abandon the ARM scaling; and (5) examine the effects of dependencies across grouping categories on the magnitude of group differences. (GDC)

Ward, William C.; And Others
Keylist Items for the Measurement of Verbal Aptitude. Research Report.
Educational Testing Service, Princeton, N.J.
REPORT NO.- ETS-RR-86-28
PUB DATE- Jun 86
NOTE- 42p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Aptitude Tests; *Construct Validity; Correlation; Difficulty Level; Factor Analysis; Higher Education; *Multiple Choice Tests; Reading Comprehension; Scoring; Standardized Tests; *Test Construction; *Test Format; *Test Items; Test Reliability; Undergraduate Students; Verbal Ability
IDENTIFIERS- Analogies; Antonyms; *Keylist Tests; Reasoning Tests; Speededness (Tests)

The keylist format (rather than the conventional multiple-choice format) for item presentation provides a machine-scorable surrogate for a truly free-response test. In this format, the examinee is required to think of an answer, look it up in a long ordered list, and enter its number on an answer sheet. The introduction of keylist items into standardized tests could potentially offer several important benefits, among them the construction of items requiring production rather than simply recognition of correct answers, ease of item development, and resistance to coaching. A number of questions had to be answered before the keylist format could be considered for use in operational tests. This study addressed several of the most important of these in an examination of two item types employed in verbal aptitude tests--Antonyms and Analogies--and administered in both keylist and multiple-choice formats. These item types were selected for two reasons: (1) there is evidence that multiple-choice forms of these item types are susceptible to coaching; and (2) prior work has shown the feasibility of developing keylist versions of them. Relations among tests employing different response formats were analyzed and their correlations with other measures of aptitude and achievement were compared. The analyses indicated that the format has little or no systematic effect on the construct validity of tests employing item types used in standardized tests of verbal aptitude. There was, in addition, little agreement among experienced test developers on the set of keys that should be supplied for each keylist item. Appendices include instructions and sample items for experimental tests and additional aptitude tests. (JAZ)

ED 279 751 UD 025 364

Troob, Charles

Longitudinal Study of Students Entering High School in 1979: The Relationship between First Term Performance and School Completion.

New York City Board of Education, Brooklyn, N.Y.

PUB DATE- May 85
NOTE- 29p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Numerical/Quantitative Data (110)
DESCRIPTORS- Academic Achievement; *Attendance; *Dropout Characteristics; Dropout Rate; *Failure; *High Risk Students; *High School Freshmen; High Schools; *Potential Dropouts; Prediction; School Holding Power
IDENTIFIERS- *New York (New York)

A longitudinal analysis of students who entered New York City high schools in 1979 supports the perception that most future dropouts can be identified at the beginning of their high school careers. This study examined the records of more than a quarter of the 1979 entering class at New York City high schools. Analyses were performed on attendance, credits earned, course failures, and course grades in the fall of 1979. These measures were then compared to the students' final outcome in the school: graduation, discharge as dropout, transfer to another school, discharge to a setting outside the school system. In the fall of 1979, 24 percent of the new high school students were absent for 16 or more days, and 39 percent of the students had failing averages. While many of these initial high risk students went on to graduate, a close connection between early academic failure and eventual dropping out was observed. Fewer than 10 percent of the dropouts studied began their high school careers with averages of 75 percent or higher. These data are a powerful endorsement of a holding power strategy focused on grades 8 and 9. (The major portion of this report consists of statistical tables showing study results). (KH)

ED 279 606 SP 027 965

Time for Results: The Governors' 1991 Report on Education. Supporting Works. Task Force on Readiness.

National Governors' Association, Washington, D.C.

PUB DATE- Aug 86

NOTE- 72p.; For summary report, see SP 027 962; for individual task force reports, see SP 027 963-969.
AVAILABLE FROM- National Governors' Association Publications Office, 444 N. Capitol St., Washington, DC 20001-1572 ($6.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Achievement; *Change Strategies; *Dropout Prevention; *Educational Change; Educationally Disadvantaged; Government School Relationship; Graduation Requirements; *High Risk Students; Low Income Groups; *State Action; Student Promotion
IDENTIFIERS- *Time for Results (Governors 1991 Report on Educ)

The members of this task force adopted a broad approach to readiness so that issues relating to at-risk children and youth between the preschool years and graduation might be addressed. Two papers are presented: (1) "Readiness for the New Educational Standards" (Jean G. McDonald); and (2) "State Policy for At-Risk Children: Preschool to High School" (Allan Odden). Additional information is given on the charges to the task force, hearings and presenters, highlights of state policies, and additional resources. (JD)

ED 279 622 SP 028 561

Pivnick, Patricia Taylor; Marshman, Kay F.

Integrating Early Field Experience with Educational Psychology and Effective Teaching Methodology.

PUB DATE- 28 Jun 86
NOTE- 17p.; Paper presented at the Annual Meeting of the American Association of Colleges for Teacher Education (Arlington, VA, February 12-15, 1987). Portions of handwritten worksheets may not reproduce clearly.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Classroom Observation Techniques; *Educational Psychology; *Field Experience Programs; Higher Education; *Preservice Teacher Education; Teaching Methods; *Theory Practice Relationship

In 1982 an experimental program of weekly school observations was added to the required Education Psychology course for elementary education students in their junior year at Nazareth College of Rochester, New York. The program was extended to include secondary education students in 1985. Weekly reports from student observers became an important line of communication between the students and their instructors and the basic device for integrating theory and practice. Assignments typically involved reading a textbook chapter, observing working teachers for indications or examples of the theoretical material presented, and describing these observations. The major focus was upon examples of student motivation, reinforcement, retention, and transfer. This paper describes how the program worked, and ways in which it helped preservice students relate what they learned in their college course with actual practice in the classroom. Sample worksheets written by students are attached and their reactions to the field experience are summarized. (JD)

ED 279 638 SP 028 630

Resident Supervisory Support for Teachers. Final Evaluation Report, E.C.I.A. Chapter 2.

District of Columbia Public Schools, Washington, D.C.
PUB DATE- Aug 86
NOTE- 68p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Classroom Observation Techniques; Elementary Secondary Education; *Information Dissemination; *Peer Teaching; Program Effectiveness; Program Implementation; *Staff Development; *Supervisory Training; *Teacher Improvement

Resident Supervisory Support for Teachers (RSST) is a peer supervision program designed to improve classroom instruction by training school personnel to use effective clinical supervision techniques. Participants are trained to help teachers identify strengths and improve their weaknesses. This final evaluation report provides information on the background and progress of the program. The evaluation model used is described and the results are summarized, focusing upon the objectives of the project in disseminating information about the program and implementing the program. Appendixes include: (1) the evaluation model schema; (2) RSST presentation schedule (local); (3) RSST presentation schedule (national); (4) awareness session evaluation; (5) montoring forms; (6) evaluation form; (7) dissemination materials; (8) adoption summary sheet; and (9) a paper: Adopting Superintendent. (JD)

ED 279 683 TM 870 070

Jones, Calvin C.

Relationships between the National Assessment of Educational Progress and the National Educational Longitudinal Studies Program.

National Opinion Research Center, Chicago, Ill.

PUB DATE- 2 Sep 86
NOTE- 74p.; One of 46 papers commissioned by the Study Group on the National Assessment of Student Achievement and cited in Appendix B to their final report "The Nation's Report Card" (TM 870 049). For other papers in this group, see TM 870 050-094. Document contains blurred type. Best copy available.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Agency Cooperation; Comparative Analysis; Computer Assisted Testing; *Data Collection; *Educational Assessment; Elementary Secondary Education; *Information Utilization; *Longitudinal Studies; Measurement Objectives; *National Surveys; Program Costs; Research Design; Sampling; Testing Problems; Testing Programs
IDENTIFIERS- High School and Beyond (NCES); *National Assessment of Educational Progress; National Longitudinal Study High School Class 1972

The National Assessment of Educational Progress (NAEP) is compared to the two studies of the National Educational Longitudinal Studies (NELS) Program--the National Longitudinal Study of the Class of 1972 (resurveyed in 1973, 1974, 1976, and 1979) and the 1980 High School and Beyond study (partially resurveyed and retested in 1982). The third phase of the NELS program, the National Education Longitudinal Study of 1988 (initiated in 1986) breaks new ground. Transitions into and through secondary school and the processes of program selection and tracking will be studied, and a less biased sample of dropouts will be included. There are advantages and disadvantages to greater integration and exchange of information between these studies. Five factors influencing the utility of the data collected in these two programs are reviewed: (1) Population definitions and sample designs are inconsistent and change over time. (2) The response burden upon institutions and individuals can be lessened by NAEP's use of matrix sampling and BIB spiralling. Coordination is needed to prevent schools from participating in both surveys at once, and to help in data exchange. (3) Data should be useful to educators and administrators at the state and local level. NELS allows states to survey supplemental data; this may also be useful for NAEP. (4) Data collection and processing costs may be helped by states' supplementary data collection and by increased efficiency. Otherwise, the required sample sizes would be too large and too costly. (5) Opportunities provided by new technology involve microcomputers, computer assisted testing, and computer assisted interviewing. (GDC)

ED 279 696 TM 870 083

Romberg, Thomas A.
National Assessment of Mathematical Performance.
PUB DATE- 18 Aug 86
NOTE- 46p.; One of 46 papers commissioned by the Study Group on the National Assessment of Student Achievement and cited in Appendix B to their final report "The Nation's Report Card" (TM 870 049). For other papers in this group, see TM 870 050-094.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Comparative Testing; *Educational Assessment; Elementary Secondary Education; Epistemology; *Mathematics Achievement; *Mathematics Tests; *Measurement Objectives; *National Surveys; Profiles; Test Format; Testing Problems; *Testing Programs; Test Results
IDENTIFIERS- *National Assessment of Educational Progress

Four topics related to mathematics testing for the National Assessment of Educational Progress (NAEP) are discussed: (1) mathematics achievement; (2) past NAEP approaches; (3) needed changes; and (4) a new conceptual basis for profiling mathematical performance, including recommendations for strengthening current practice. The basic strategy for gathering profile information for students at several age (grade) levels used in the past assessments has been reasonable and has yielded useful information, affecting school mathematics. Current procedures could be improved by discarding content-by-behavior matrices and by adopting a network model, such as conceptual fields. The types of exercises included in the batteries should be expanded to reflect the network model. New contexts should be included so that the construction of knowledge can be assessed. The sampling base can be changed so that data can be gathered for state comparisons. From the rich data such an improved assessment would yield, it should be possible to construct reasonable indicators for use by policymakers. The final four recommendations propose that: (1) work be initiated to identify major conceptual fields in mathematics; (2) future assessments encourage the development of a variety of alternate items and testing formats; (3) the data base be increased so that it reflects current expectations about how students construct mathematical knowledge to build a theoretical model of mathematical performance; and (4) reasonable indicators be constructed from that model for policy purposes. (An extensive list of references is appended.) (GDC)

ED 279 589 SO 017 991

Laurel, Jeanne P., Comp.
Women and History: Bibliography. Women's Studies: Potentialities and Implications.
Indiana Univ., Bloomington. Women's Studies Program.
SPONS. AGENCY- Indiana Committee for the Humanities, Indianapolis.
PUB DATE- Oct 86
NOTE- 9p.; For related documents, see ED 278 587 and SO 017 992-993. Blurred print and colored paper may affect legibility.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; Books; *Family History; *Females; *Feminism; Higher Education; Instructional Materials; Intellectual History; Publications; *Reference Materials; *Resource Materials; Secondary Education; Sex Bias; *Womens Studies

The amount of information available on Women's Studies has increased dramatically over the past two decades. Therefore, a brief bibliography of texts which focuses on women and history has been compiled. The items are grouped under the following headings: articles (published in a journal), bibliographies (including teaching guides and sources to find more sources); books (single-author texts), and collections (essays and documents, generally reprinted from other sources). (BZ)

ED 279 724 TM 870 173

Rossi, Robert J.; And Others
Feasibility of Social Indicator Reports in Three Content Areas. Technical Report No. 7.
American Institutes for Research in the Behavioral Sciences. Palo Alto, CA. Statistical Analysis Group in Education.
SPONS. AGENCY- National Center for Education Statistics (DHEW), Washington, D.C.
PUB DATE- Sep 79
NOTE- 159p.; Some tables contain small print.
CONTRACT- 300-78-0150
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Data Collection; Educational Quality; Elementary Secondary Education; *Equal Education; Feasibility Studies; Federal Government; Females; *Government School Relationship; Higher Education; Information Needs; Information Sources; Minority Groups; Predictor Variables; *Professional Education; *Social Indicators; Statistical Data; *Womens Education
IDENTIFIERS- Educational Indicators; National Center for Education Statistics

This report examines the feasibility of collecting social indicator data on the: (1) status of women and minorities in education; (2) federal role in elementary and secondary education; and (3) condition of professional education. Previous projects conducted literature reviews and developed conceptual frameworks for these three topics, identifying dependent and independent variables. This report summarizes the availability and quality of data sources; lists research questions that can be addressed; and recommends ways to analyze, display, and disseminate data. About two-thirds of this document consists of bibliographic citations and descriptions of data which provide information on the topics. In addition, specific data collection strategies which might be used by the National Center for Education Statistics (NCES) to collect currently unavailable data are suggested. It was concluded that sufficient data are available on the status of women and minorities in education. The data are disaggregatable by sex more often than by race, and therefore, the quality of data on the status of minorities is poorer than the quality of the data on the status of women. The report concludes that an overall perspective on changes occurring in professional education is needed: comparisons among professions should be made, and the effects of developments in one professional field on another need to be examined. (GDC)

ED 279 738 UD 025 306

Education, Environment and Culture: The Quality of Life in the South Cross-Cutting Issue Report No. 5.

Southern Growth Policies Board, Research Triangle Park, N.C.

PUB DATE- 86
NOTE- 58p.; Commissioned by the 1986 Commission on the Future of the South. For a related document, see UD 025 305.
AVAILABLE FROM- Southern Growth Policies Board, P.O. Box 12293, Research Triangle Park, NC 27709 ($3).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Economic Development; Educational Opportunities; *Environmental Influences; Environmental Standards; *Government Role; Land Use; *Quality of Life; Rural Population; Social Problems; *Socioeconomic Influences; *State Government
IDENTIFIERS- *United States (South)

This report summarizes the major findings of a 1986 interstate survey on Southern economic development and quality of life. An introduction suggests that the quality of life in the South today has three major roots: education, environment, and culture. Five major recommendations are presented: (1) states should devote far greater attention to a full range of water management actions; (2) waste management efforts remain inadequate and should be upgraded; (3) states should establish credible and professional state level departments of environmental management and improve environmental data gathering and management; (4) states should grant localities broad powers to manage growth and to raise revenues to meet costs generated by rapid growth, subject to strong state minimum standards; and (5) states should become more active in preserving important historic, cultural, and artistic resources. Nine appendices (the bulk of the report) present position papers on these themes: economic development in the South (education, equity, and the quality of life); Southern public opinion on the South's quality of life; the Southern environment and the quality of life; the decline of Southern rural life; competition for land in the South; the South's natural heritage; the climate of the arts in the South (forecast for 1986-1992); environmental quality in the South; and environment and growth. (KH)

Model Practices in the 1985-86 Attendance Improvement and Dropout Prevention Program. OEA Evaluation Report.

New York City Board of Education, Brooklyn. Office of Educational Assessment.

PUB DATE- Sep 86
NOTE- 58p.; Prepared by the OEA Student Progress Evaluation Unit.
AVAILABLE FROM- Office of Educational Assessment, New York City Board of Education, 110 Livingston Street, Brooklyn, NY 11201.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Achievement; *Attendance; *Dropout Programs; Group Unity; Job Training; Junior High Schools; Parent Participation; Predictor Variables; School Counseling; Success; *Urban Education
IDENTIFIERS- *New York (New York)

New York City's middle school Attendance Improvement and Dropout Prevention (AIDP) program for the 1985-86 school year is evaluated at 10 schools whose programs most closely adhered to the guidelines developed by the Chancellor. The report includes an introduction with background information on the program and evaluation; a literature review discussing predictor variables, recommendations for intervention, and program guidelines; information on model sites; and conclusions and recommendations. The following characteristics contributed to success: (1) the selection and assignment of quality staff; (2) high level of staff communication and training; (3) sense of group identity and program ownership by staff and students; (4) high level of support from the district and central offices; (5) opportunities for school facilitators to meet periodically and share information; (6) well-organized, daily attendance monitoring procedures, team visits to homes, and ongoing staff training for family workers; (7) high quality counseling staff and a case management approach to serving students; (8) individual health counseling and health education classes for students; (9) informed and involved high school linkages; and (10) alternative education programs that teach marketable skills and are comparable with real work situations. Recommendations include proposals for improved staff training and organization, coordination with other programs, incentives for non-program students, and greater involvement of district and school personnel in program planning. (PS)

ED 279 780 UD 025 395

Bilingual Pupil Services 1985-86. OEA Evaluation Report.
New York City Board of Education, Brooklyn. Office of Educational Assessment.

PUB DATE- 86
NOTE- 59p.; For the reports for 1982-83 and 1983-84, see ED 245 039 and ED 263 257; for the 1984-85 report, see UD 025 384.
GRANT- 30-00-00-01-00/21-82-5005
AVAILABLE FROM- Office of Educational Assessment, New York City Board of Education, 110 Livingston Street, Brooklyn, NY, 11201.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Bilingual Education; *Bilingual Education Programs; Chinese Americans; Elementary Secondary Education; Hispanic Americans; *Inservice Teacher Education; *Limited English Speaking; *Paraprofessional School Personnel; Program Evaluation; Urban Schools
IDENTIFIERS- Education Consolidation Improvement Act Chapter 1; *New York (New York)

During the 1985-86 fiscal year, the Bilingual Pupil Services (BPS) Project was selected by the U.S. Department of Education as an exemplary Chapter 1 Project, suitable for national dissemination and replication. BPS provides instruction in English as a second language (ESL), bilingual reading, and mathematics to students of limited English proficiency (LEP), and provides inservice training for 60 paraprofessionals who work with these students. It has served Hispanic LEP students since its inception and has served Chinese LEP students for the past three years. The 1985-86 evaluation focused primarily on the program's paraprofessional training component. Participants indicated that the program gave then the following: (1) a sense of purpose and accomplishment; (2) teaching know-how; (3) feelings of confidence and progress resulting from the support of BPS staff members during field visits; (4) highly organized management and record-keeping systems; and (5) specific teaching techniques which were developed during training sessions. Participants' evaluations were overwhelmingly positive. Their major recommendation was that they be given more time to learn to develop and implement some of the strategies that were outlined during the training sessions. This report describes the program and its activities, reports on student achievement, and provides recommendations. (LHW)

ED 279 575 SO 017 934

Segal, Morley; Fishel, Jeff
Political Science and Political Education: The Message of Management Training and Humanistic Psychology.
PUB DATE- Aug 86
NOTE- 40p.; Paper presented at the Annual Meeting of the American Political Science Association (Washington, DC, August 28-31, 1986)
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Administration; *Discovery Learning; Educational Innovation; *Experimental Teaching; Higher Education; *Humanism; Instructional Innovation; *Political Science; *Teaching Methods

The teaching of politics and administration has much to gain from incorporating the experimental outlook of the field of Human Resources Development (HRD). Typically, instructors focus on the five goals in political science education (informational, analytical, synthetic, normative, and applied) separately, hoping that integration will occur "naturally" among brighter students. Since most instructors also emphasize cognitive understanding and abstract conceptualization, the "learning" that actually takes place is limited and fragmented. Using techniques of experiential education and discovery learning increases the probability that learning will be more integrated, meaningful, and exciting. C. Wright Mills, writing about the tasks of sociology, was eloquent in his conviction that the "sociological imagination" (political education in its broadest sense) could move from the personal to the collective, uniting large structures and individual biographies in its vision and application. The message of humanistic psychology and management training, where synthesized in the new field of HRD, suggests greater effort can be made in translating the sociological imagination into classroom reality. (Author/BZ)

ED 279 590 SO 017 992

Laurel, Jeanne P., Comp.
Women and Sport: Bibliography. Women's Studies: Potentialities and Implications.
Indiana Univ., Bloomington. Women's Studies Program.
SPONS. AGENCY- Indiana Committee for the Humanities, Indianapolis.
PUB DATE- Oct 86
NOTE- 7p.; For related documents, see ED 278 587 and SO 017 991-993. Blurred print and colored paper may affect legibility.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; Biographies; *Females; Higher Education; Instructional Materials; Nonfiction; Publications; *Reference Materials; *Resource Materials; Secondary Education; *Womens Athletics; *Womens Studies

Intended as a starting point rather than a definitive compilation, this bibliography's subject is women and sport. The items are grouped under the following headings: (1) bibliographies (including teaching guides, sources to find more sources); (2) biographies (individual, collected, or edited first-person narratives); (3) books (single-author texts); and (4) collections (essays and documents, generally reprinted from other sources). (BZ)

ED 279 607 SP 027 966

Time for Results: The Governors' 1991 Report on Education. Supporting Works. Task Force on Parent Involvement and Choice.

National Governors' Association, Washington, D.C.

PUB DATE- Aug 86
NOTE- 122p.; For summary report, see SP 027 962; for individual task force reports, see SP 027 963-969.
AVAILABLE FROM- National Governors' Association Publications Office, 444 N. Capitol St., Washington, DC 20001-1572 ($6.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Aspiration; *Change Strategies; *Government School Relationship; Magnet Schools; *Parent Participation; *Parent School Relationship; Parent Teacher Cooperation; *School Choice; *State Action; State Aid; Tax Credits
IDENTIFIERS- *Time for Results (Governors 1991 Report on Educ)

The members of this task force examined ways states could encourage greater parental involvement in, and choice among, public schools. Following a list of the charges to the task force and information on the hearings and presenters, five papers are presented: (1) "Expanding Educational Opportunity and Choice" (Cindy K. Currence); (2) "The Massachusetts Experience with Public School Choice" (Charles L. Glenn); (3) "Putting Choice to Work for Public Education" (Charles L. Glenn); (4) "Providing Data and Policy Recommendations in Answer to Twelve Questions Raised by the Task Force" (Evans Clinchy); and (5) "Responses to the National Governors' Association on Public School Choice" (Mary Anne Raywid). Additional information is provided on highlights of state policies and further resources. (JD)

ED 279 623 SP 028 574

Scraba, Paula J.; Bloomquist, Lorraine E.
University of Rhode Island Adapted Aquatics Program Manual.
Rhode Island Univ., Kingston.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 86
NOTE- 73p.; Lorraine E. Bloomquist and James Leslie, URI Development Office, University of Rhode Island, Dept. of Physical Education, Kingston, RI 02881 ($5.00).
GRANT- G008401634
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Adapted Physical Education; *Aquatic Sports; *Disabilities; Elementary Secondary Education; Higher Education; *Program Development; Psychomotor Skills; Skill Development; *Swimming

An overview is presented of the aquatics course, adapted for persons with disabilities, at the University of Rhode Island. A description of the course includes information on course requirements, objectives, content and learning activities, assignments, modules used in the course, and a course syllabus. A description of the course organization and administration discusses the responsibilties of all personnel involved in the program. An outline of the swimming program describes program procedures, daily schedule, swimming progressions, relaxation techniques, and procedures for evaluating swimmers. An outline highlights program implications for persons with mental and developmental disabilities, cerebral palsy, visual and hearing impairments, spina bifida, muscular dystrophy, cystic fibrosis, and orthopedic disabilities. A basic guide for parents suggests summer swimming activities for children. A bibliography is included as well as sample consent forms to be submitted to parents. (JD)

ED 279 639 SP 028 635

Rosario, Jose R., Ed.; Soldwedel, Bette J., Ed.
Student Assessment in Teacher Education. Papers and Proceedings of the Joint Conference on Assessment as a Tool for Achieving Excellence in Teacher Education (Jacksonville, Florida, February 14, 1986).
Florida Inst. of Education, Jacksonville.; University of North Florida, Jacksonville. Center for Studies in Education.
PUB DATE- 14 Feb 86
NOTE- 70p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Educational Quality; *Evaluation Criteria; *Evaluation Methods; Higher Education; *Preservice Teacher Education; *Student Evaluation; Teacher Education Programs; Teacher Effectiveness; Teacher Improvement

Papers presented at the Joint Conference on Assessment as a Tool for Achieving Excellence in Teacher Education dealt with the following questions: (1) What formal instruments do you use to evaluate student growth and development in teacher education programs? (2) How effective are those instruments? (3) What do you do to assess students' personal qualities such as attitudes and commitment to teaching, in relation to what we already know about teacher effectiveness? (4) What do you do to assess the knowledge and skills required by students in your teacher education programs? and (5) How do you evaluate the effectiveness of instruction which takes place in your teacher education program? Small groups discussed the prepared papers and recommendations were summarized in a concluding plenary session in terms of six themes: (1) strategies in designing assessment programs; (2) areas of assessment; (3) assessment techniques; (4) assessment of basic skills; (5) assessment beyond the university experience; and (6) funding for assessment. This monograph includes the full keynote address of the conference, the papers, and closing remarks. (JD)

ED 279 655 SP 028 678

Gosman, Erica J.; Porreca, Richard F.
Classrooms without Teachers? Supply and Demand in the West.
Western Interstate Commission for Higher Education, Boulder, Colo.
PUB DATE- Jul 86
NOTE- 40p.
AVAILABLE FROM- Publications Secretary, WICHE, P.O. Drawer P, Boulder, CO, 80301-9752 ($5.00).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Elementary Secondary Education; Higher Education; Preservice Teacher Education; State Surveys; Teacher Employment; Teacher Placement; *Teacher Shortage; *Teacher Supply and Demand; Teacher Transfer
IDENTIFIERS- *United States (West)

This report examines the teacher supply/demand balance nationally and in the western region of the United States and relates the findings to the larger issue of teacher quality. Chapter 1 reviews historical cycles of teacher supply and demand. The second chapter compares supply and demand for new teacher graduates in the western region and in 14 Western Interstate Commission for Higher Education (WICHE) states. Chapter 3 looks at conditions affecting teacher supply and outlines strategies for developing plans and programs for dealing with imbalances. The last chapter offers a discussion of the costs and consequences of teacher shortages with implications for the western states. An undersupply of new teacher graduates is projected in most western states over the next 15 years. The report points out the historically heavy dependence of 14 western states--Alaska, Arizona, California, Colorado, Hawaii, Idaho, Montana, New Mexico, Nevada, North Dakota, Oregon, Utah, Washington, and Wyoming--on teachers trained outside their borders to meet expected needs. The question raised is can western states continue to rely on this source of new teachers as national shortages intensify, and if so, at what cost. (JD)

ED 279 670 TM 870 057

Cohen, Michael
Designing State Assessment Systems.
PUB DATE- Aug 86
NOTE- 26p.; One of 46 papers commissioned by the Study Group on the National Assessment of Student Achievement and cited in Appendix B to their final report "The Nation's Report Card" (TM 870 049). For other papers in this group, see TM 870 050-094.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Educational Assessment; Educational Quality; Educational Testing; Elementary Secondary Education; Evaluation Utilization; Federal State Relationship; Government Role; *Information Needs; *Measurement Objectives; National Surveys; Program Design; *State Programs; State Surveys; *Test Construction; *Testing Programs
IDENTIFIERS- *National Assessment of Educational Progress

Guidelines for developing an ideal statewide educational assessment system are presented as one response to the redesign of the National Assessment of Educational Progress (NAEP). Emphasis is on the contribution NAEP can make to meet state needs. Core information which is useful to most states is discussed, assuming it will be directed toward policymakers and local educators. The state testing program should support the development and revision of educational policy, mobilize and sustain political support, and improve educational quality. This improvement may be accomplished by increasing the awareness of objectives, setting performance standards, providing incentives, and focusing accreditation procedures on quality. The testing program should focus on the school site level, include indicators in addition to academic achievement, rely on multiple measures, evolve over time, and focus on changes over time. The key components of useful assessment systems are annual school data profiles and a set of quality indicators. Suggested indicators which reflect long-term goals and effective schooling are listed. Public opinion, data collection, and state-by-state comparisons are also briefly discussed. (GDC)

ED 279 710 TM 870 122

Zwick, Rebecca

Another Look at Inter-Rater Agreement. Research Report.

Educational Testing Service, Princeton, N.J.
SPONS. AGENCY- National Inst. of Mental Health (DHHS), Rockville, MD.
REPORT NO.- ETS-RR-86-34
PUB DATE- Sep 86
NOTE- 27p.; Product of the Psychometrics Research Group.
CONTRACT- 5-T32-MH-15745
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Error of Measurement; *Interrater Reliability; *Mathematical Models; *Measurement Techniques; Statistical Distributions; Statistical Studies; Vectors (Mathematics)
IDENTIFIERS- *Homogeneity of Variance

Most currently used measures of inter-rater agreement for the nominal case incorporate a correction for "chance agreement." The definition of chance agreement is not the same for all coefficients, however. Three chance-corrected coefficients are Cohen's Kappa; Scott's Pi; and the S index of Bennett, Goldstein, and Alpert, which has reappeared in many guises. For all three measures, chance is defined to include independence between raters. Scott's Pi involves a further assumption of homogeneous rater marginals under chance. For the S coefficient, uniform marginals for both raters under chance are assumed. Because of these disparate formulations, Kappa, Pi and S can lead to different conclusions about rater agreement. Consideration of the properties of these measures leads to the recommendation that a test of marginal homogeneity be conducted as a first step in the assessment of rater agreement. Rejection of the hypothesis of homogeneity is sufficient to conclude that agreement is poor. If the homogeneity hypothesis is retained, Pi can be used as an index of agreement. (Author)

ED 279 752 UD 025 365

Robledo, Maria del Refugio, Ed.
Texas School Dropout Survey Project: A Summary of Findings.
Intercultural Development Research Association, San Antonio, Tex.
SPONS. AGENCY- Texas State Dept. of Community Affairs, Austin.
PUB DATE- 31 Oct 86
NOTE- 112p.
CONTRACT- IDRA-086050
AVAILABLE FROM- Intercultural Development Research Association, 5835 Callaghan Rd., Suite 350, San Antonio, TX 78228 ($6.50).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Dropout Characteristics; *Dropout Prevention; *Dropout Programs; *Dropout Rate; Minority Groups; Potential Dropouts; Program Effectiveness; Secondary Education; *State Action
IDENTIFIERS- *Texas

This report summarizes the results of a large-scale study of the dropout problem in Texas. The report is divided into three major sections which deal with these questions, respectively: (1) What is the magnitude of the dropout problem in Texas? (2) What is the economic impact of the dropout problem for Texas? and (3) What is the nature and effectiveness of in-school and alternative out-of-school programs for dropouts in the state? The findings are presented in detail, analytically and statistically. General conclusions are that the dropout problem is growing and particularly severe for Black and Hispanic youth. Implications of the research point to the need for the development of: (1) a standardized dropout definition; (2) standards for calculating the dropout rate; (3) a centralized and standardized system for collection of dropout data; (4) tracking mechanisms to increase the reliability of dropout counts, resulting in more appropriate program interventions; (5) early dropout intervention efforts; (6) model dropout prevention and recovery programs for particular types of high risk groups; (7) additional dropout prevention and recovery programs; (8) systematic approaches to the evaluation of dropout prevention and recovery efforts; (9) linkages between public and private sector initiatives; and (10) an investment in dropout prevention and recovery which is commensurate with the magnitude of the problem. A directory of dropout programs in Texas and a bibliography are included. (KH)

AUTHOR INDEX

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